

# **New Mexico Educator Equity Plan**



**June 1, 2015**

**Submitted by**

**The New Mexico Public Education Department**



## Executive Summary

Ensuring equal access to an excellent education for all children is a promise the New Mexico Public Education Department (PED) is committed to deliver. Unequal access to effective education has been the norm for too long, and today in New Mexico the problem persists. Minority students and those growing up in poverty are less likely to have an effective teacher. These inequities are exacerbated when looking at certain subjects, particularly in Math and Science – key industries to the New Mexico economy.

Recent developments initiated by Governor Susana Martinez and Secretary Hanna Skandera allow us to see this historical problem in a new light. Data emerging from the new NMTEACH Educator Effectiveness System is allowing us to better see the inequities and take action based off of our analyses. Information from NMTEACH is beneficial from a multifaceted perspective, benefitting all stakeholders, including students, teachers, district leadership, and PED. The system gives decision makers better information than the state has ever had to identify inequities and leverage resources to acutely target the sources of inequity. PED and local districts have already begun to use this data to inform programming and support. As a result, much of New Mexico's Educator Equity Plan focuses on programs that have already been implemented. Many of these are in their first or second year of implementation, and PED is committed to making programmatic decisions based on their results and impact. Programs creating more equity will be expanded, and those with no impact will be modified or abandoned in favor of efforts that develop more access to effective teaching for all students.

The development of this plan provided an opportunity to create cohesion around how we will create equitable access to effective teachers. Our developmental process was rooted in the following vision and theory of action when conducting analyses and stakeholder meetings:

### **Vision:**

*Every student has access to an effective teacher that advances their learning towards the ultimate goal of being college and career ready.*

### **Theory of Action:**

*If we prepare teachers to be successful in the classroom with the necessary pedagogical and cultural tools,*

*And if we create an environment that strategically recruits and retains effective teachers to teach our most needy students by rewarding effectiveness and providing continued support aimed at success,*

*Then all teachers have the ability to be effective and we will prioritize our best teachers to serve in our most needy areas.*

Our initial analysis, a root cause exercise and stakeholder engagement meetings led us to focus on the following: 1) teacher preparation, 2) recruiting and retaining teachers, 3) cultural competency, and 4) professional development. PED has instituted several programs in each of those areas. In the future we will look to determine the effectiveness of these programs and make adjustments to them as necessary. In addition, further analysis of data will assist to better identify the specific underlying causes for inequity. PED plans to update the public on progress via their website, district report cards, and an annual convening to share progress on closing equity gaps.

## Introduction

Both the U.S. Department of Education and the New Mexico Public Education Department (PED) believe that equal opportunity is a core American value. Equal access to excellent education provides meaningful opportunities for students to achieve their goals. Recognizing that family income and race often predicts a student's ability to access excellent education in our country, the U.S. Department of Education asked state education agencies, including PED, to submit a State Educator Equity Plan in accordance of Title I of the Elementary and Secondary Education Act. These reports must express how the state will take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.

The public K-12 education system in New Mexico serves over 330,000 students through 89 school districts and 96 charter schools. New Mexico's student population is 60% Hispanic and 75% minority. Over two-thirds of the state's students qualify for free or reduced price lunch. The state's demographics add urgency to this plan, as any unequal access minority or economically disadvantaged students impacts a majority of the state.

The following document is PED's response to this call to ensure equal access to all students to an excellent education.

The report features 7 sections:

1. ***Stakeholder Engagement*** – delivers a summary of our engagement process, including those invited
2. ***Effectiveness: The Foundation for Equity*** – provides a rationale for why our Educator Equity Plan focuses on teacher effectiveness
3. ***Equity Gap Analysis*** – examines student gaps in equal access to effective teachers
4. ***Root Cause Analysis*** – investigates the root causes for our identified equity gaps
5. ***Current Strategies for Eliminating Equity Gaps*** – explains current efforts for eliminating equity gaps
6. ***Ongoing Monitoring and Support and Future Analysis*** – provides a plan of how PED will share progress in eliminating equity gaps and next steps the Department plans on taking
7. ***Glossary of Terms*** – interprets selected terms used in New Mexico's Educator Equity Plan



## Stakeholder Engagement

In May, 2015 PED provided opportunities for stakeholders to provide both in-person and written feedback on existing equity gaps and efforts to address them. Three in-person stakeholder meetings were hosted in Albuquerque, Roswell, and Santa Fe. For each in-person meeting, the following stakeholders were invited:

- American Federation of Teachers /Albuquerque Teachers Federation
- National Education Association
- Principals Pursuing Excellence participants
- New Mexico Elementary and Secondary Principals Associations
- Regional Educational Cooperatives
- District Superintendents
- New Mexico Coalition of School Administrators
- New Mexico Parent Teachers Association
- Institutes of Higher Education
- State Bilingual Advisory Council
- New Mexico Hispanic Education Advisory Council
- New Mexico Indian Education Advisory Council
- New Mexico Center on Law and Poverty
- New Mexico Employability Partnership
- Chamber of commerce executives from Albuquerque, Gallup, Las Cruces, and the Hispano Chamber of Commerce
- New Mexico School Boards Association
- New Mexico Council of Administrators of Special Education
- New Mexico Office of African American Affairs
- Schools of Education Deans and Directors Workgroup
- Leadership from Native American communities across the state

Included in the Appendix are the invitations and sign-in sheets from each meeting, the notice requesting written comments, all written comments received as of May 25, 2015, and the materials used at each stakeholder meeting.

Each meeting followed the same agenda: PED opened by sharing the equity data and describing current efforts to address the gaps and then engaged in an open dialogue with attending stakeholders. The guiding questions used for the discussions were:

- What does educator equity mean to you?
- What are the barriers to closing equity gaps in your community?
- How can New Mexico begin to close equity gaps?

- What is the best way to annually report equity gap data and progress towards closing those gaps?

Prior to the first meeting and request for written comments, the PED team went through a half day root cause exercise to determine the causes of equity gaps across the state. The results of that exercise were not part of the presentation to stakeholders. However, during the discussion portion of each meeting similar root causes and barriers were identified. The themes identified included:

- Lack of adequate teacher preparation, in general, as well as how it relates to cultural competence
- Inadequate mentoring and professional development
- Lack of instructional leadership at the school site
- Competition for time and resources
- Local district zoning
- Teacher pay
- Geographic challenges (e.g. extremely rural communities)

The themes identified above were also reflected in the written comments received.

As New Mexico continues implementation of its educator equity plan, it has made the following commitments in regards to ongoing stakeholder engagement:

- Annual meetings to report on equity gaps and progress in implementing programs to address the gaps
- Annual, public reporting on educator equity progress through the district report card and PED website

## Effectiveness: The Foundation for Equity

The presence of an effective teacher in every classroom in the state is the only measure of true equity, as it allows all students in the state equal opportunity to achieve their goals. As a result, New Mexico's analysis and action plan in this Educator Equity Plan will focus on teacher effectiveness. Effectiveness is an appropriate replacement for a number of other factors traditionally associated with educator equity, including a teacher's educational background, experience, and additional credentialing.

Among school-related factors, the quality of a teacher has the most impact on a student's academic achievement. According to RAND, "When it comes to student performance..., a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities and even leadership."<sup>1</sup>

The quality of an educator cannot be determined by reviewing their educational background or number of years of experience in the classroom. A highly effective teacher is not the same as a highly qualified teacher. New Mexico has made great progress in ensuring highly qualified teachers are in the classroom over the last 15 years. These advancements in qualifications have not generated better educational outcomes for the state's students. As a result, New Mexico's Educator Equity Plan focuses on teacher effectiveness rather than highly qualified teachers.

Further, research by Kane, Rockoff and Staiger (2006)<sup>2</sup> found certification status of teachers has at most small impacts on student performance, and there was wide variation in effectiveness of teachers with the same certification. Their research suggested that classroom performance in the first two years of teaching is a more reliable indicator of a teacher's future effectiveness than any type of certification. In 2007, the same group of researchers stated, "Simply put, a teacher's certification status matters little for student learning."<sup>3</sup> Their study compared the effectiveness of traditionally certified teachers and alternatively-licensed teachers in New York City schools and found each of the groups affected student achievement similarly. Research from Boyd, Grossman, Lankford, Loeb and Wyckoff (2006) further confirmed this<sup>4</sup>, stating that there are relatively small differences in student achievement attributable to certification type, and these differences exist only when comparing first-year teachers. Both studies found that any gaps between teacher effectiveness based on certification were not long lasting, as they were eliminated in the first years of teaching.

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<sup>1</sup> [http://www.rand.org/content/dam/rand/pubs/corporate\\_pubs/2012/RAND\\_CP693z1-2012-09.pdf](http://www.rand.org/content/dam/rand/pubs/corporate_pubs/2012/RAND_CP693z1-2012-09.pdf)

<sup>2</sup> <http://www.nber.org/papers/w12155.pdf>

<sup>3</sup> <http://educationnext.org/photo-finish/>

<sup>4</sup> <https://cepa.stanford.edu/sites/default/files/Reducing%20Entry%20Requirements%20EPF%202006.pdf>



Studies also find prevailing notions connecting teacher experience and effectiveness are inaccurate and that more teaching experience does not equate to more effectiveness in the classroom. A 2012 evaluation conducted by the State of New Mexico's Legislative Finance Committee found experience had little to do with effectiveness, as teachers of varying experience levels yielded similar results in the classroom<sup>5</sup>. National research bears similar findings: teachers greatly improve in their first 3-5 years of teaching, but plateau afterwards<sup>6</sup>. Information on how teacher experience impacts teacher improvement is an important indicator when considering workforce balance, but it does not guarantee effectiveness.

Ensuring all students have access to an effective educator is the only way to ensure equitable access to opportunity and advancement for all New Mexico students. In light of the research above, New Mexico's Educator Equity Plan will focus on the access student subgroups have to effective teachers in the state rather than teacher qualifications and experience.

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<sup>5</sup><http://www.nmlegis.gov/lcs/lfc/lfcdocs/perfaudit/Public%20Education%20Department%20%E2%80%93%20Promoting%20Effective%20Teaching%20in%20New%20Mexico.pdf>

<sup>6</sup><http://www.nber.org/papers/w11936>

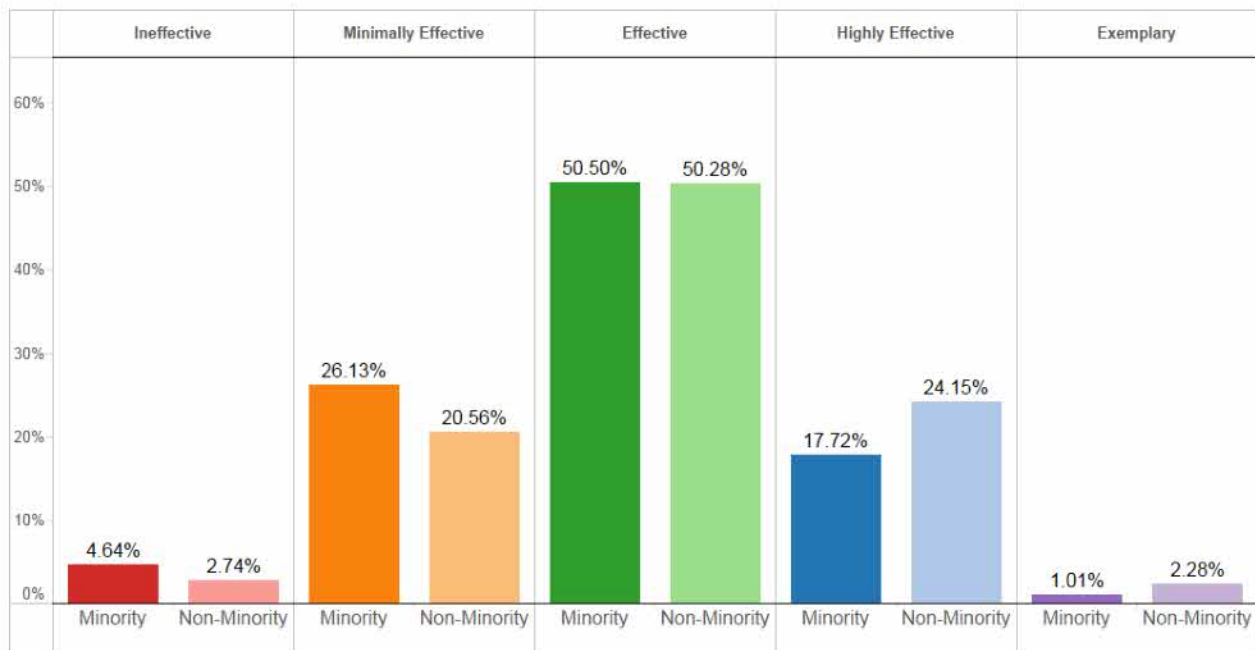
## Equity Gap Analysis

In analyzing the equity gaps in the state, the PED investigated student subgroups and their access to effective teachers. The Public Education Department works toward the goal of having an effective teacher in every classroom - teachers with a summative evaluation rating of 'Effective', 'Highly Effective', or 'Exemplary'. All data used below is from the 2013-2014 school year. In analyzing our equity gaps, we have put a priority on ensuring subgroups have equal access to effective teachers.

### Minority and Economically Disadvantaged Students Have a Greater Chance of Having a Minimally Effective or Ineffective Teacher

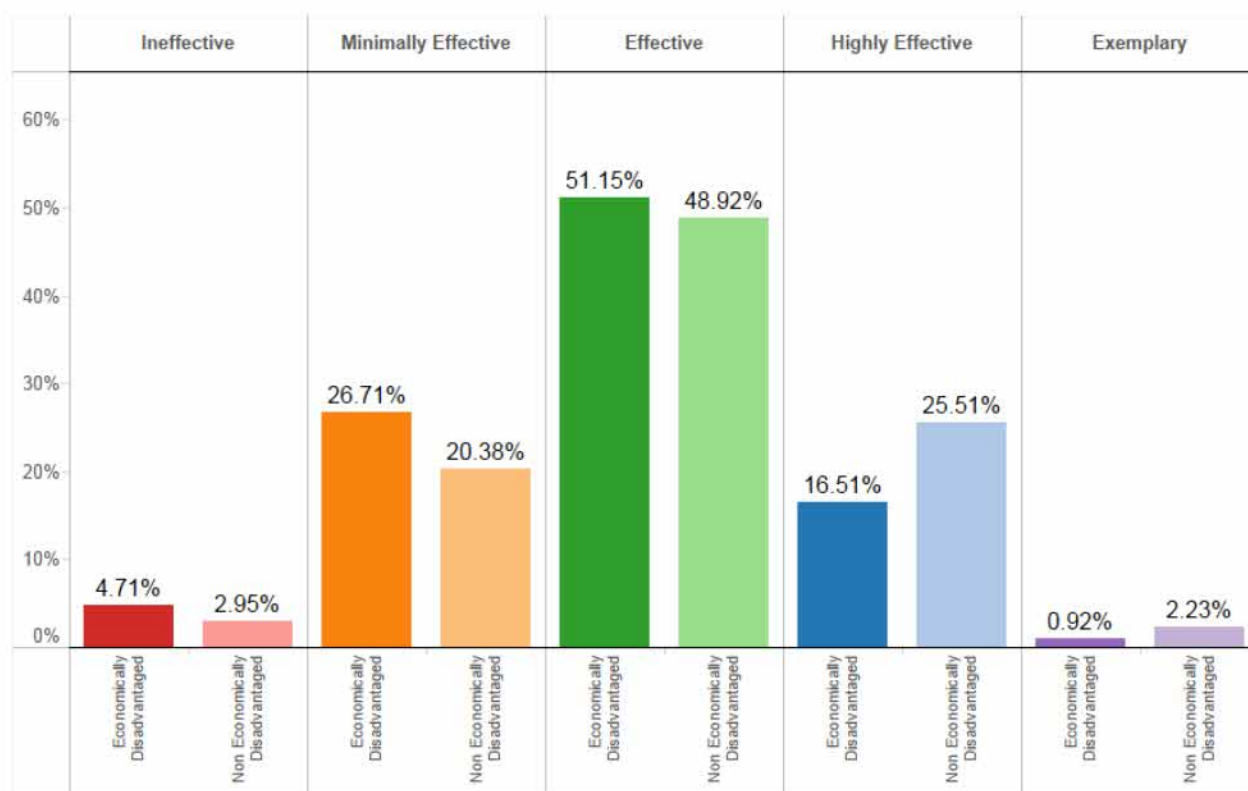
By analyzing data on the type of teacher serving New Mexico students, we find some student subgroups have a worse chance of having access to effective educators. Minority students are one of these groups. As seen in the chart below, minority and non-minority students have an equal opportunity to be taught by a teacher with an 'effective' rating. However, 5% more of minority students were taught by a minimally effective teacher and a 2% more were taught by an ineffective teacher when compared to non-minority students. Non-minority students were taught by an exemplary teacher at twice the rate of their on-minority peers. In all, 31% of minority students in New Mexico were taught by a less-than-effective teacher, while only 23% of non-minority students were taught by a less-than-effective teacher.

**Chart 1. Distribution of Teacher Ratings Comparing Minority and Non-Minority Students**



We observe similar findings for economically disadvantaged students. In fact, economically disadvantaged students have a greater chance of being taught by an effective teacher (see chart 2). However, 6% more of economically disadvantaged students have a minimally effective teacher and 2% more are taught by an ineffective teacher when compared to their non-economically disadvantaged peers. In all, 31% of students growing up in economically disadvantaged homes were taught by a less-than-effective teachers and 23% of non-economically disadvantaged students were taught by less-than-effective teachers.

**Chart 2. Distribution of Teacher Ratings Comparing Economically Disadvantaged and Non-Economically Disadvantaged Students**



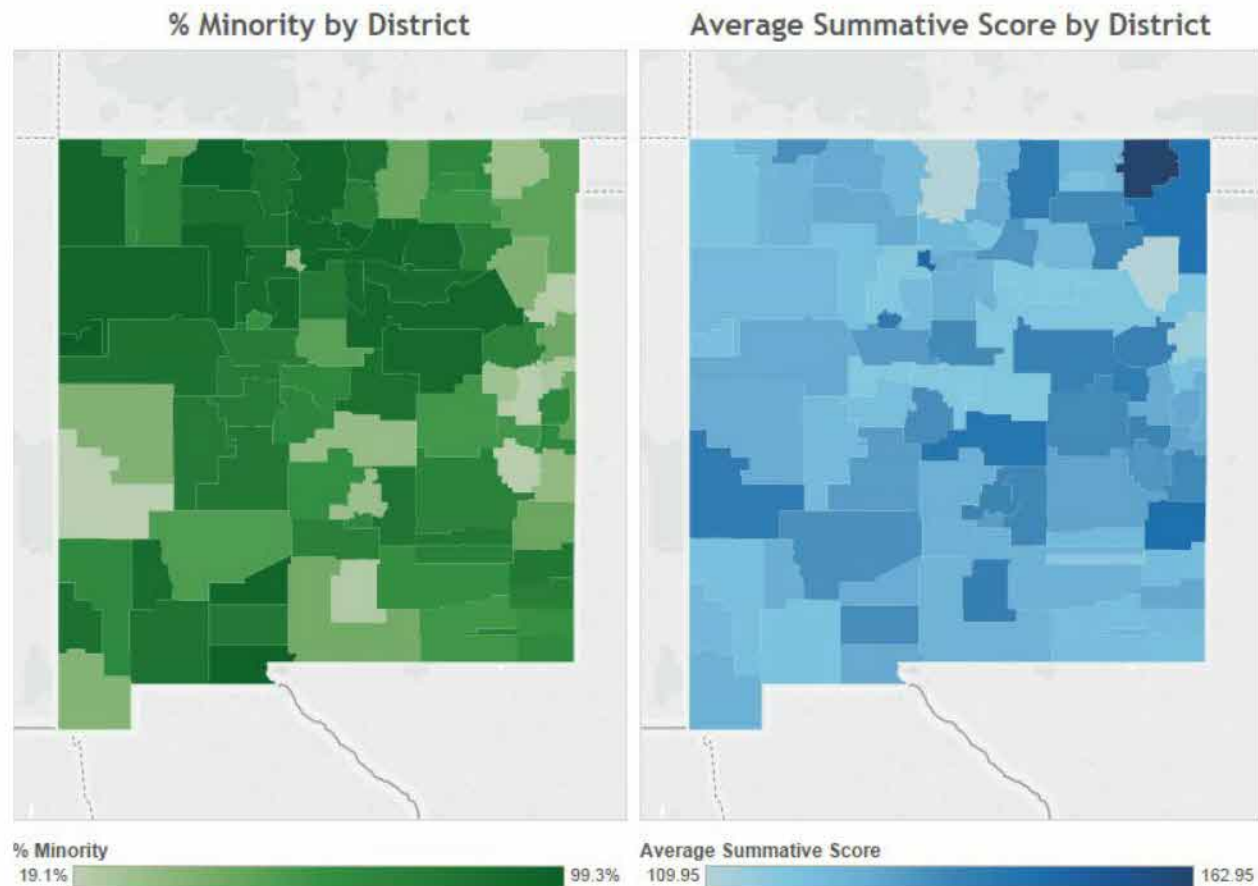
These trends play out as well when analyzed geographically. While less uniform than the charts above, a map of the state separated into public school districts also shows districts with higher minority enrollment rates correspond with lower average teacher effectiveness. The map below shows the minority rates in green (darker equates to a higher proportion of minority students attending the district) and teacher summative evaluation ratings in blue (darker blue indicates a higher average summative teacher evaluation rating, and, on average, a more effective teacher).

There are several areas of the map that illustrate the finding that minority students are more likely to be served by a ineffective teacher. The northwest corner of the state features a very high proportion of minority students and low teacher effectiveness rates. In the northeast corner,



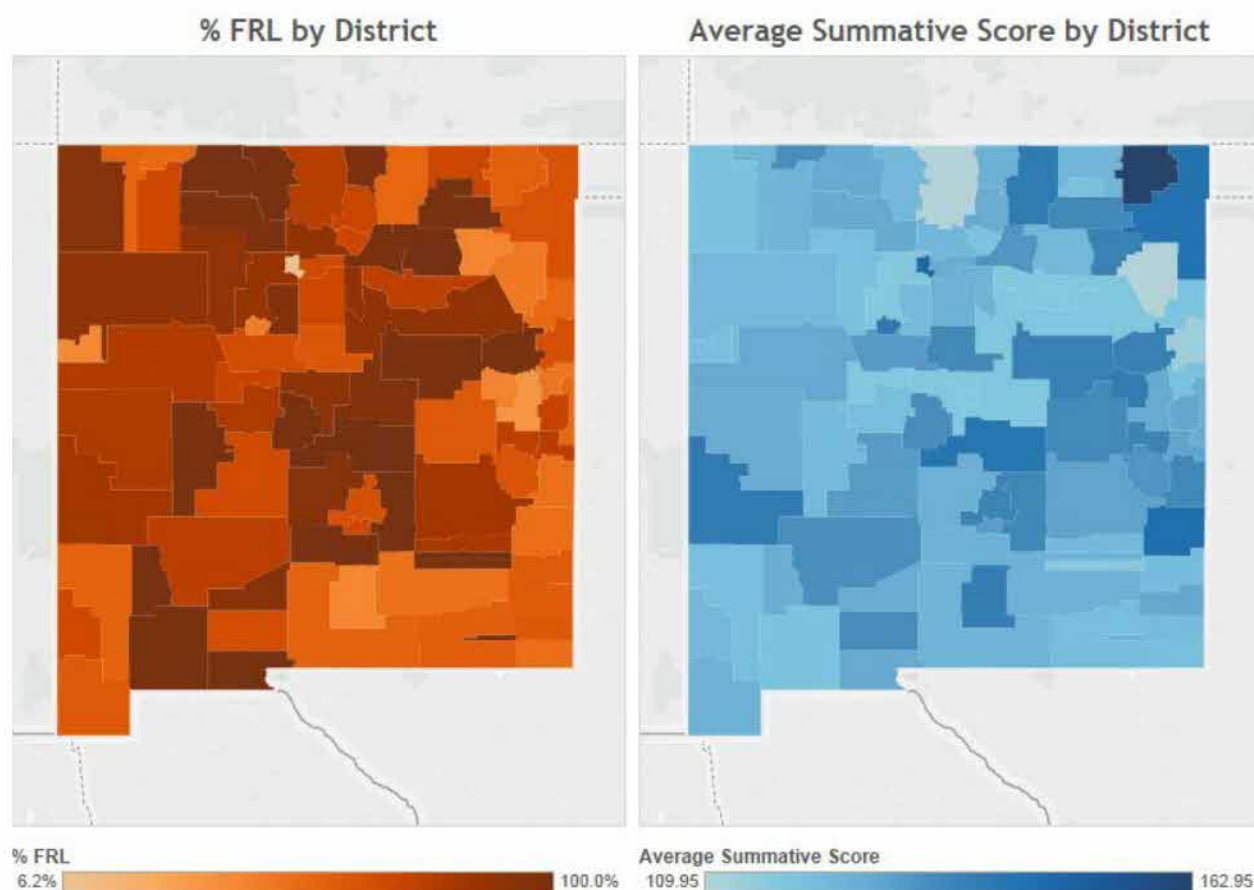
the opposite is shown: these districts have a lower proportion of minority students and a higher average summative score for their teachers.

**Chart 3. Proportion of Minority Students and Average Summative Teacher Evaluation Score by District**



A geographic analysis comparing rates of economically disadvantaged students has similar findings. Districts with higher economically-disadvantaged populations, as indicated by the darker orange/brown color, correspond with lower average summative scores for their instructors. In this series of charts we see similar outcomes for the northwest and northeast corners of the state, and also find certain districts showing strong examples of how economically disadvantaged students are served by less effective teachers. Deming Public School District has 99.1% of their students qualifying for free and reduced price lunch, and has a teaching body whose average summative evaluation score is 120, just above the summative score needed to be considered effective. On the other hand, Los Alamos Public Schools has the lowest rate of eligible students for free and reduced-price lunch at 6.2%, and have one of the highest average summative evaluation scores in the state at 148, just above the score needed to be considered highly effective.

**Chart 4. Proportion of Economically-Disadvantaged Students and Average Summative Teacher Evaluation Score by District**



It is important to note that these findings are not a result of New Mexico's Educator Evaluation System (NMTEACH) having bias toward teachers of non-minority and non-economically disadvantaged students.

When we examine equity gaps in relation to educator effectiveness, it is natural to question the fairness of the underlying measures, so that we can be confident that the gaps we are seeing are real, and not a product of the methodology. In particular, the value added model utilized in NMTEACH is one place where the equity gap can and should be examined. This model estimates a teacher's contribution to student learning by isolating the variance in the end of year test score (the outcome) that can be attributed to the teacher, from the variance that can be explained by other factors such as prior achievement, grade level, and the intervention status of a class. This variance becomes the value added score which contributes up to 50% of a teacher's summative evaluation score, or teacher effectiveness level.

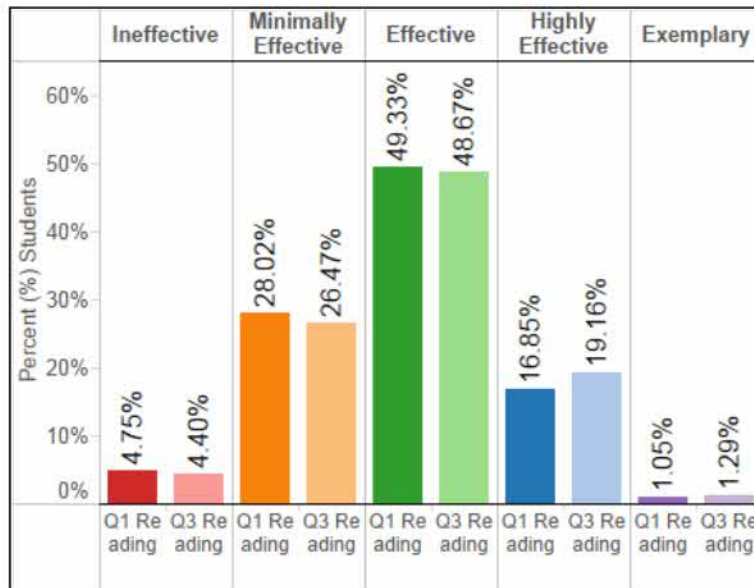
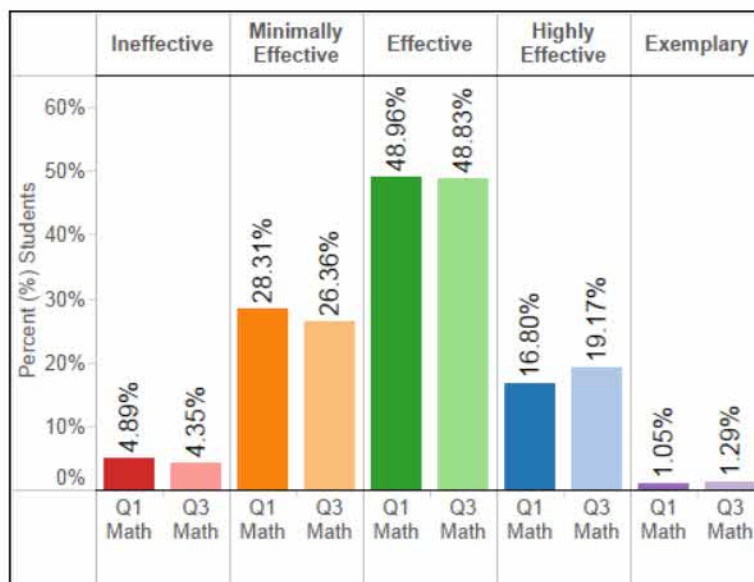
To assess whether the equity gaps we find are a true variation or a result of the model, we compare the equity gaps when student level demographic characteristics are included in the model and when they are not. We find that the gaps do not change in a significant way when these demographic variables are included. In addition to this test, we assess the strength of the relationship between the percentage of poor and minority students in a teacher's class. We see a small negative relationship – teachers with more minority or poor students have slightly lower ratings. However, the variance in the value added score that is explained by demographics tends to be less than 5%. Combined with the fact that the effectiveness gap does not change when demographics are included in the model, this indicates that it is likely that the gaps exist for other reasons.

### **The Lowest Performing Students in the State Have a Similar Chance of Being Taught by an Effective Teacher.**

The New Mexico school grading system separates students into Q1 and Q3 to track their performance as a group. Q1 students are students scoring in the lowest quartile of their school's students on state standardized tests, and Q3 students are the top 75% of performers. When we compare these two subgroups and their chance of being taught by an effective teacher, we find similar trends as were found in our analysis of minority and economically-disadvantaged students, though with much smaller differences between these two subgroups. For example, in both reading and math, Q1 students have a better chance of being taught by an ineffective teacher or minimally effective teacher, and a lower chance of being taught by a highly effective teacher.

However, the gaps between the two groups are much smaller. Two percent more of Q3 students were taught by a highly effective teacher and only .24% more were taught by an exemplary teacher in reading.



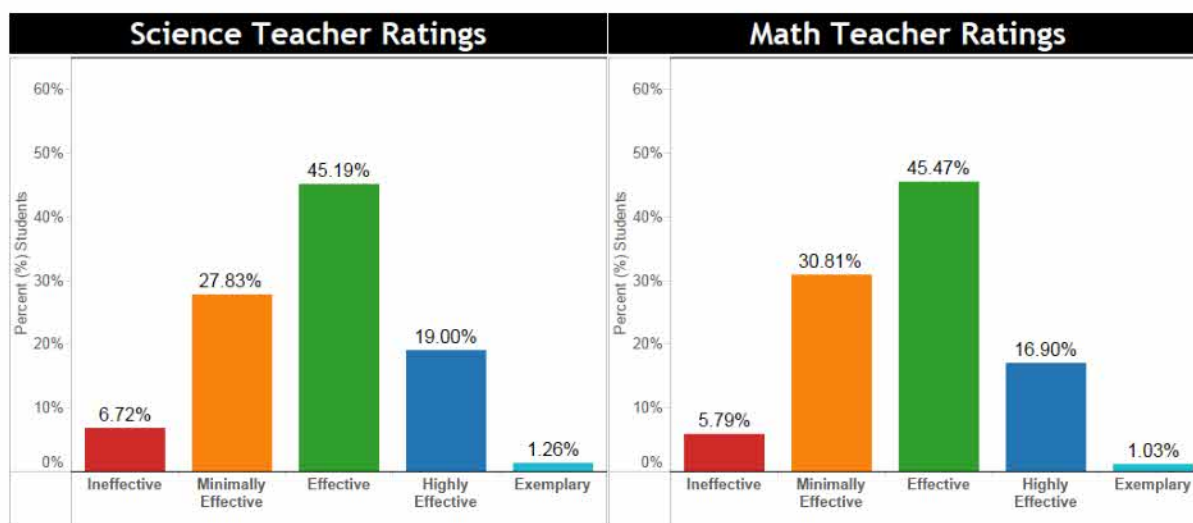
**Chart 5. Distribution of Teacher Ratings Comparing Q1 and Q3 Reading Students****Chart 6. Distribution of Teacher Ratings Comparing Q1 and Q3 Math Students**

Q1 and Q3 students are taught by ineffective, effective, or exemplary math and reading teachers at an equal rate. There are more significant differences in Q1 and Q3 student's being taught by a teacher with a 'minimally effective' or 'highly effective' teacher. But those differences are slight when compared to the gap in chances between a minority or economically disadvantaged student and their peers.

## The Gaps Between Minority and Economically Disadvantaged Students' Access to an Effective Teacher is Exaggerated in Math and Science

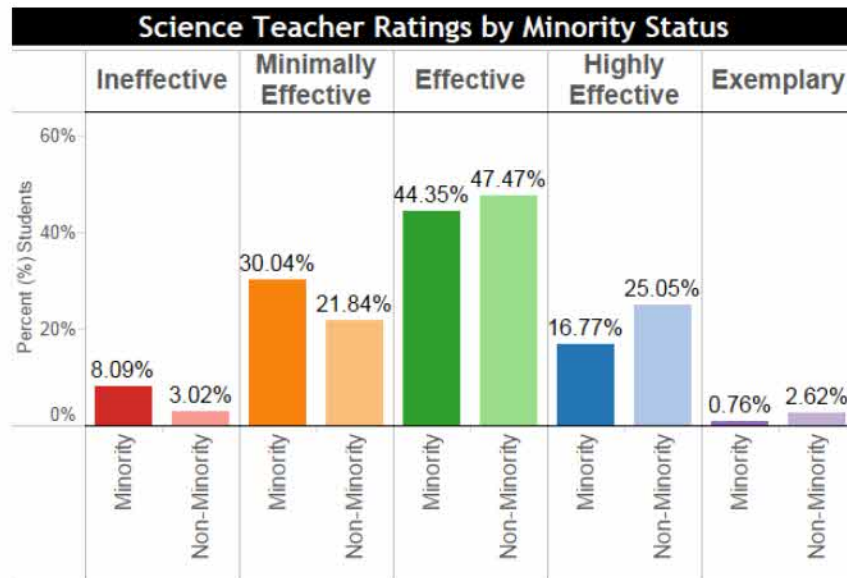
Low-income and minority students generally have less access to effective educators in New Mexico, but this problem is exacerbated when we look at math and science compared to other subjects. Below is the global distribution of science and math teacher ratings in the state:

**Chart 7. 2013-14 Distribution of Teacher Ratings in Math and Science Subject Areas**



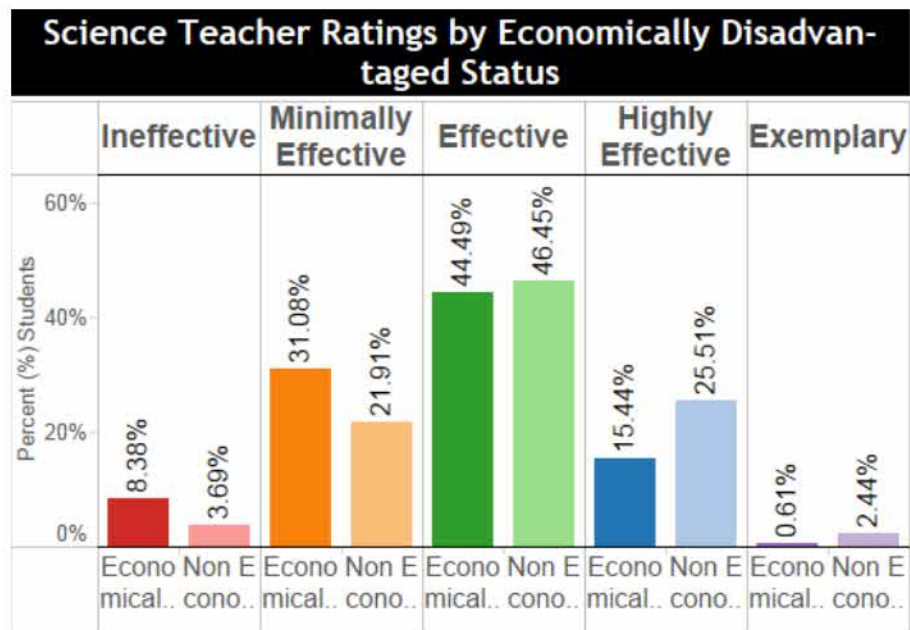
There are fewer effective teachers in these subjects across the state, as only 65.5% of science teachers and only 63.4% of math teachers have a summative rating of effective or higher. Across all subject levels, more than 75% of teachers are effective or higher. When the effectiveness data in these subject areas is analyzed for its distribution among low-income and minority students, we find more stark inequities than amongst the distribution as a whole. Thirty-eight percent of Minority students in New Mexico were taught by an ineffective science teacher, while less than 25% of non-minority students were taught by a science teacher with a rating of less than effective. Additionally, there is a 3.5% difference between the proportion minority students served by an effective teacher compared to non-minority students.. Further, more than 8% of science teachers teaching minority students are rated as ineffective, the highest rate of ineffective ratings in the teacher evaluation system.

**Chart 8. 2013-14 Distribution of Teacher Ratings in Science Among Minority and Non-Minority Students**



Findings are similar in the distribution of science teachers among economically-disadvantaged students, with an even higher proportion of teachers falling in the ineffective and minimally effective categories.

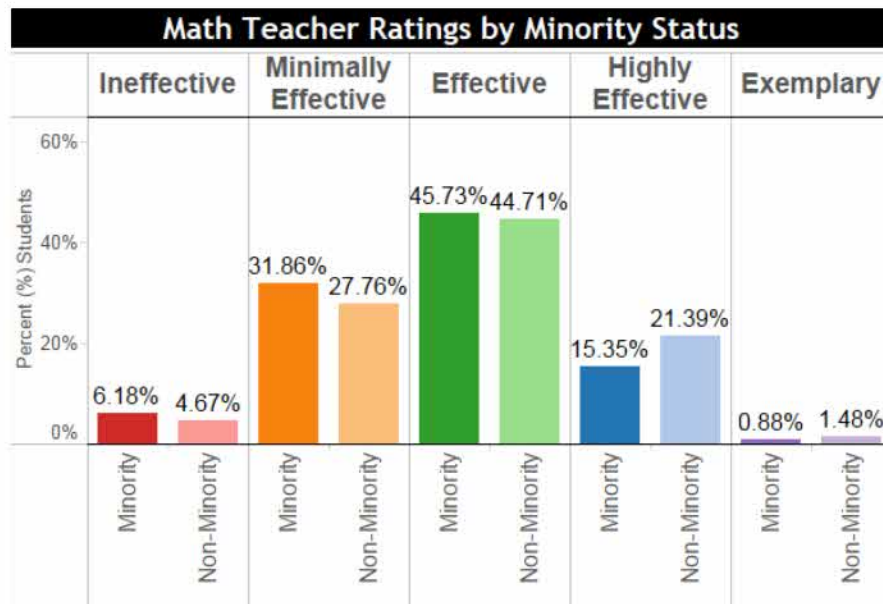
**Chart 9. 2013-14 Distribution of Teacher Ratings in Science Among Economically Disadvantaged and Non-disadvantaged Students**



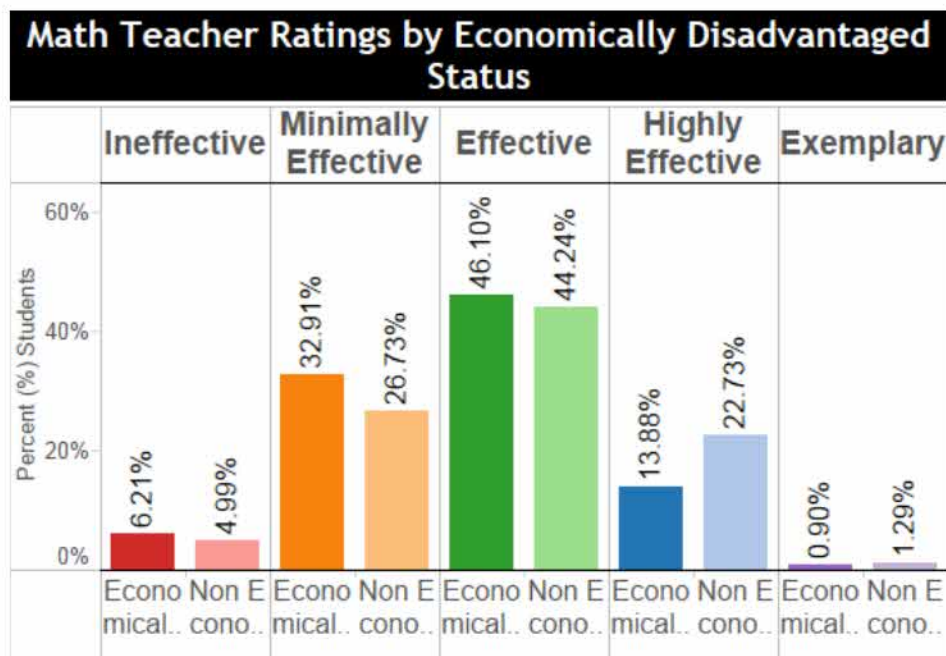


While the inequities found are most stark for student access to effective science teachers, a similar trend is present when examining math teachers of minority and economically disadvantaged students.

**Chart 10. 2013-14 Distribution of Teacher Ratings in Science Among Minority and Non-Minority Students**



**Chart 11. 2013-14 Distribution of Teacher Ratings in Science Among Minority and Non-Minority Students**



These analyses clearly articulate specific equity gaps for certain subgroups of students in New Mexico. However, more information and analysis is needed to more clearly understand the obstacles our students face in consistently and equitably gaining access to effective teaching. The PED plans on conducting more in-depth analysis in the future on teacher equity in order to better target their resources to generate more equity amongst sub-groups.

PED plans to conduct more analyses in the future to better understand our equity gaps. This includes studying 2014-2015 NMTEACH data in a similar way as the above to determine any trends and/or progress we've made in closing equity gaps. Further, we'd like to extend this study into looking at other demographic subgroups such as English language learners and students with disabilities, as well as using other statewide accountability measures such as school grades. The state is committed to measuring progress in closing equity gaps, adjusting efforts when necessary, and scaling new and innovative support for schools, teachers and students.

## **Root Cause Analysis**

In the process of developing the Educator Equity Plan, PED conducted a root cause analysis and asked stakeholder meeting participants why inequities in access to effective teaching exist. We believe the views of these stakeholders are integral to determining how best to reduce and eventually eliminate educator inequity in the state. Through these inquiries, several root causes were identified, around which interventions and strategies should focus to have the greatest impact on the inequities presented in the previous section.

### **Teacher Preparation**

A recurring theme in all stakeholder meetings was the thought that teachers were unprepared to be effective in their first years teaching immediately after completing a teacher preparation program. There is much evidence to suggest teacher preparation programs are not well-aligned with expectations in the field. Stronger, better aligned teacher preparation programs would allow new teachers to be effective in the classroom immediately and increase the chances of having an effective teacher in all classrooms. By aligning the expectation of what teacher effectiveness looks like from the beginning of training until the end, teachers can be more prepared to be successful in the classroom from day one. Limited experience interacting with students in a classroom setting was often cited as an example of the schism between the preparation of teachers and the practice of teaching. Stakeholders felt this would provide teachers with more context and potentially begin to address the issues teacher preparation programs have in preparing teachers to deliver culturally competent instruction. In general, both colleges of education and K-12 stakeholders recognized the need for a better relationship.

### **Cultural Competency**

Preparing teachers to have the appropriate cultural competency to reach all students was another root cause stakeholders identified, especially in a rich, culturally diverse state like New Mexico. Several stakeholders felt strongly that all teachers should be able to teach students in ways that are culturally relevant to ensure educator equity across all subgroups. As one of the most culturally, linguistically and ethnically diverse states in the country, every New Mexico teacher will require an understanding and ability to engage with students of many backgrounds to be effective.

### **Recruiting and Retaining Effective Teachers**

Attracting effective teachers to the profession and keeping them in the classroom is integral to having equitable access to effective teachers in the state. Stakeholders noted that low teaching salaries made it hard to attract talent into the field, particularly in math and science, where demand for employees with that background has created competing opportunities that are more lucrative. Stakeholders also made clear that it was not just salary that helped recruit and retain

talent in the classroom. Appropriate resources and the training and support to develop and continue effectiveness were cited as large factors in ensuring great teachers stay in the classroom.

### **Mentorship and Professional Development**

The support mentioned in recruiting and retaining effective teachers was the focus of another root cause in and of itself. Many stakeholders argued for a more meaningful and integrated structure of professional development aligned with effective practice and supported by significant roles for highly effective or exemplary mentor teachers. Many stakeholders noted that mentorship, a mandatory practice across the state for first year teachers, is implemented with great variation across the state. Additionally, we are unsure whether the mentorship provided at the local level is having an impact on a teachers' ability to be effective. Further, teachers of all subject matters can lack the kind of professional development needed to be effective. During the stakeholder convening's, many articulated that professional development as currently delivered must change to include more follow-up on how practice in the classroom is changing as the result of a training or course.

### **Theory of Action**

These root causes are closely related to one another. A root cause analysis session conducted by staff at the Public Education Department found that each of these root causes overlapped with one another. For example, when discussing cultural competency of teachers as being a root cause for educator inequity, staff found that teacher preparation and professional development as reasons to why many teachers didn't have those skills. PED staff synthesized these root causes into a theory of action to guide our work in eliminating inequitable access to effective educators:

*If we prepare teachers to be successful in the classroom with the necessary pedagogical and cultural tools,*

*And if we create an environment that strategically recruits and retains effective teachers to teach our most needy students by rewarding effectiveness and providing continued support aimed at success,*

*Then all teachers have the ability to be effective and we will prioritize our best teachers to serve in our most needy areas.*



## Current Strategies for Eliminating Equity Gaps

The Public Education Department has established several programs aimed at ensuring equal access to effective teachers across the state. Below is a description of those current strategies/programs. Throughout the data analysis and stakeholder input discussions leading up to the completion of the Educator Equity Stakeholder plan, PED has begun to determine ways in which these programs can be more targeted and impactful. These additions, where applicable, are also included in the below.

### Teacher Preparation

Preparing teachers to be effective in any setting is an integral part to ensure students have equal access to effective educators. PED has established new teacher preparation programs focused on practice-based training, and recruiting teachers with the cultural competency to be effective in their own communities. PED will begin to hold teacher preparation programs accountable for the impact of their program completers to better align preparation to effective teaching.

#### *NMPrep*

Starting in 2015, the Public Education Department's NMPrep initiative established innovative teacher preparation programs to train individuals with a past record of proven success to begin careers as effective classroom teachers. New programs will streamline the training of teachers by providing practice-based programming that is distinct from a traditional preparation program. The programs eliminate financial barriers by providing scholarships for the programs, and are aimed at targeting the following teacher shortage areas: special education, bilingual and STEM teachers. The following programs have been started through the NMPrep initiative in partnership with the state's institutions of higher education:

New Mexico Highlands University Prep – New Mexico Highlands University and the Three Rivers Education Foundation's partnership with Albuquerque Public Schools Special Education Department and seven school districts in the Northeastern Regional Education Cooperative to provide a rigorous and ongoing on-site training for up to 40 new teachers.

- Three Rivers Education Foundation will provide on-site courses and supervision
- APS special education Master Teachers will provide co-teaching, mentoring, and supervision, including support for at least the first two years of teaching following completion of the program
- The state has provided funding of \$337,589 to establish NMHU Prep's initial 2015 cohorts of 22 participants

University of New Mexico Accelerated Alternative Licensure Program – UNM's College of Education Institute for Professional Development's partnership with Albuquerque Public



Schools, UNM's Veteran's Resource Center, the National Network for Educational Renewal, Teach for America New Mexico, and the Woodrow Wilson National Fellowship Foundation to establish a program designed to recruit science, technology, and math professionals and veterans into secondary schools as alternative licensed teachers.

- Courses will be co-taught by UNM College of Education faculty and APS Master Teachers
- APS will provide supplementary online trainings, best practices symposia, and field liaisons
- The state has provided funding of \$664,959 to establish AALP's initial 2015 cohort of 13 STEM teachers

Aggie Prep – New Mexico State University's partnership with Western New Mexico University, Northwest Regional Education Cooperative #2, and Three Rivers Education Foundation to establish a program to supply highly qualified science and math teachers to high-need districts.

- Each 12-15 teacher cohort will be provided with training, expanded content-knowledge, and improved clinical experiences during an intensive 12-month program followed by two years of additional professional development and training
- The state has provided funding of \$425,694 to establish Aggie Prep's initial 2015 cohort

#### *American Indian Education Training Program*

The goal of the American Indian education training program (AIETP) is to train effective and qualified teachers, counselors, and/or administrators who are members of New Mexico's 22 tribes, pueblos and urban American Indian population. Northern New Mexico University will identify and recruit at least 30 Native American candidates from New Mexico's 22 tribes, pueblos and Urban American Indian population to increase the pool of Native American teachers, counselors, and/or administrators within New Mexico who can pursue and obtain a teaching, counseling, and/or administrative degree/certificate on a full-time or part-time basis and/or attract applicants from a non-traditional prospective teaching pool and provide a path for candidates to qualify for alternative licenses.

Currently, the State of New Mexico indicates a total 2.1% of American Indian educators teaching in public schools statewide. AIETP will support the New Mexico Indian Education Act by developing and implementing a culturally responsive instruction program, by implementing a teacher support system for prospective, new, and continuing teachers. The program will seek support from the 23 school districts and 3 state charters that enroll a substantial American Indian student population for placement and mentoring of educators, counselors, and administrators. A total of 15 effective and qualified educators and school leaders will be recruited to support the mentoring aspect of the program. As well, the program will work directly with the 8 Northern Pueblos for development of curriculum to support the program. This program is first initial



program directly recruiting the Native American population that specially supports the Indian Education Act fund. The program is based around performance based outcomes and deliverables. For school year 2014-2015, the program is in its planning and recruitment year.

### *Teacher Preparation Report*

This year, the Public Education Department is developing a comprehensive report to evaluate the 17 teacher preparation programs in the state. PED approves teacher preparation programs in the state and currently uses NCATE standards to approve/validate. PED is working with the deans and directors of New Mexico teacher preparation programs to begin sharing NMTEACH evaluation data on program graduates. New Mexico state statute Section 22-10A-19.2 NMSA 1978 requires that the evaluation of preparation programs include data related to improving student achievement, retaining teachers and administrators, placing teachers in classes and subjects that they are qualified to teach, and increasing the number of teachers trained in science, technology, and mathematics areas. To adhere to this statute the report will expand the previous Educator Accountability Reporting System (EARS) by incorporating data from the New Mexico Teach (NMTEACH) evaluation system. The teacher preparation program report will specifically analyze how teachers in their first three years in the classroom perform on the classroom observation and student achievement portions of the NMTEACH evaluation. In addition, we will examine placement and retention trends in high needs schools to assess how teachers are being distributed across the state after graduation. .

The results of this evaluation will impact the accreditation of the prep institutions and will provide more information about the policy incentives that PED can give to ensure an equitable distribution of highly trained teachers across the state..

### **Cultural Competency**

Ensuring all teachers are equipped with the skills to connect with their students in a culturally relevant way will enable teachers to be successful in the classroom. This is particularly true due to New Mexico's student demographics: more than 70% of students in New Mexico public schools are Hispanic, Native American or from another other ethnic/racial groups. Seventeen percent of our state's students are classified as English Learners (ELs), and 17% of all students in our state participate in state-funded bilingual multicultural education programs (BMEPs). Cultural competency must be addressed within teacher preparation, but ongoing professional development is also important to ensure teachers can effectively reach all students. PED will continue to look for ways to incorporate the development of cultural competency into existing policies and programs.

### *Enhancing the NM TEACH Educator Effectiveness Classroom Observation Protocol*

Since its inception, the NMTEACH Educator Effectiveness System has endeavored to provide school leaders more information to better assist them in developing and supporting teachers to increase student achievement. Given the diversity of the state and the needs of our students, the State Bilingual Advisory Committee (SBAC)—an ad-hoc group in existence for over 40 years—advocated for an NMTEACH Classroom Observation Protocol that explicitly addressed the needs of culturally and linguistically diverse (CLD) students, ELs, and bilingual learners in BMEPs, by using a language lens around differentiated instruction and effective scaffolding. The SBAC developed the English Learner (EL) Crosswalk is to provide school leaders with specific guidance on what to look for when evaluating teachers serving CLD and ELs students, and in bilingual classroom settings. In 2014, the SBAC presented its English Learner Crosswalk guidance document to PED so that further collaboration and work could be moved forward to enhance the current NMTEACH Classroom Observation Protocol.

Since the development of the EL Crosswalk, PED has partnered with local providers—the Center for the Education and Study of Diverse Populations (CESDP) and Dual Language Education of New Mexico (DLeNM)—to continue improving the NMTEACH Teacher Classroom Observation Protocol. The SBAC EL Crosswalk guidance document has served as the basis for enhanced protocol, together with extensive review and comment from educators across the state. Two pilot professional development events have occurred in Albuquerque and Las Cruces to provide an opportunity for school leaders to review the enhanced NMTEACH protocol. Once PED has approved the final version, the enhanced rubric will use more nuanced language to ensure the academic and language needs of diverse students, including CLD, EL, and students with disabilities (SwD) are addressed by their teachers. The enhanced NMTEACH Protocol will be introduced during summer 2015 trainings across the state. New and expansive teacher reporting, along with additional support for school leaders through the summer trainings, will empower schools leaders to make data-driven decisions to develop and plan professional learning opportunities that target teacher needs.

### *Academic Language Development for All (ALD4ALL) in New Mexico*

To successfully integrate New Mexico's vulnerable children into their learning environments, educators must leverage students' experiential backgrounds - especially culture and language - as a resource for student learning and effective instruction. Educators must create systems and schools that effectively support and respond to students' academic learning needs by using rigorous culturally and linguistically responsive pedagogy that focuses on building academic language and developing bilingualism/biliteracy to improve student learning, academic achievement, and educational outcomes. The Academic Language Development for All (ALD4ALL) in New Mexico project is a three-year, \$1.2 million dollar project supported by the W.K. Kellogg Foundation.



The purpose of the ALD4ALL in New Mexico project is to provide statewide teacher training and build the capacity of administrator leadership to address the needs and academic language development of culturally and linguistically diverse (CLD) students, including English learners (ELs) in New Mexico. The work of the ALD4ALL schools has already been presented to national audiences (WIDA National Conference, National Association for Bilingual Education, and at the Annual Educational Research Association Conference) and state audiences (Dual Language Education of New Mexico's Annual Conference La Cosecha, New Mexico Association for Bilingual Education's annual state conference, and PED's Results for All: Culturally and Linguistically Responsive Instruction Conference).

In addition to working locally with schools offering effective bilingual multicultural education for CLD and EL students, the project has two other main objectives: adoption of CCSS-aligned language arts and language development standards and assessment in heritage languages to improve accountability for bilingual multicultural education programs (BMEPs); and adoption of a state seal of bilingualism-biliteracy. The PED-BMEB, at the recommendation of State Bilingual Advisory Council (SBAC), an ad-hoc group in existence for over 40 years, established a Spanish Language Arts/ Spanish Language Development (SLA/SLD) Taskforce to review and make recommendations to PED around CCSS-aligned Spanish language development standards, assessment and professional development to ensure effective implementation of any new standards and assessment. Parallel work will continue to address similar needs for indigenous native languages.

### **Recruitment and Retention of Effective Teachers**

Creating an environment that attracts and supports effective classroom teaching begins with good information about teacher performance that is used as a platform for a multitude of development practices. PED has also incorporated several financial incentives to recruit and retain teachers in high-need areas.

### ***NMTEACH***

During the 2013-2014 school year, New Mexico fully implemented the NMTEACH Effectiveness System. Under the NMTEACH system, all teachers must be evaluated annually, using the multiple measures adopted through administrative regulation in 2012. This evaluation process includes teacher practice as measured by effective pedagogical implementation. In order to improve the previous evaluation system, PED has promulgated regulations that outline the requirements of a new teacher and principal evaluation system. Included in the NMTEACH system are:

- Multiple measures, including student achievement, to evaluate teachers and school leaders;

- Five levels of performance – Ineffective, Minimally Effective, Effective, Highly Effective, Exemplary – to differentiate among teachers and school leaders;
- Annual evaluations of teachers and school leaders;
- Professional development aligned to evaluation results to provide teachers and school leaders with opportunities to improve their practice; and
- Informed personnel decisions based upon the results of the evaluation<sup>7</sup>.

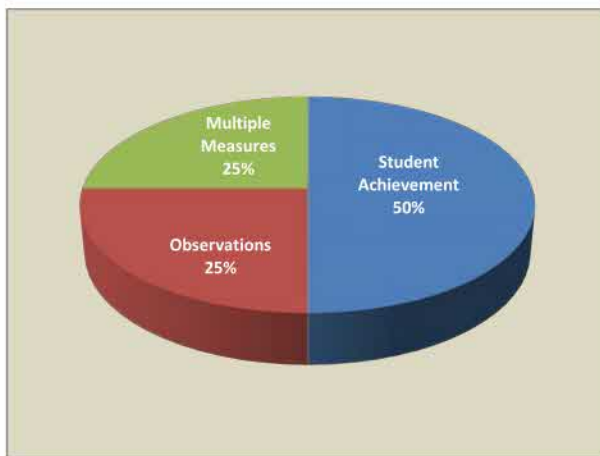
PED feels strongly that the inclusion of multiple measures in a redesigned teacher evaluation system is critical to ensure efficiency, accuracy, and an accurate portrayal of a teacher's impact on student learning.

In initial implementation, teachers were separated into groups A, B, and C. Group A consists of teachers in tested subjects and grades, Group B are teachers in non-tested subjects and grades, and Group C are teachers in Kindergarten through 2<sup>nd</sup> grade. Group D teachers - including library-media specialists, interventionists, instructional coaches, and special education teachers of students with severe disabilities - entered the NMTEACH system in 2014-2015, following the same framework as groups A, B, and C.

For teachers in tested subjects and grades, the following evaluation structure has been implemented:

- 50% based on a Value Added Model (VAM) of student achievement;
- 25% based on NMTEACH observation model; and
- 25% based on locally adopted (and PED-approved) multiple measures.

**Chart 12. NMTEACH Evaluation Structure Breakdown**



<sup>7</sup> Additional details and information on NMTEACH can be found in New Mexico's approved ESEA Waiver Renewal: <http://ped.state.nm.us/skandera/waiver/index.html>



PED's VAM seeks to use three years of data for every area possible, providing LEAs and teachers with longitudinal data regarding practice and needs. Those teachers who do not have three years of data will be placed on Graduated Considerations<sup>8</sup> in which they have a reduced percentage of their individual evaluation based on standardized assessments until three years of data is available.

For teachers in non-tested subjects and grades, the following evaluation structure has been implemented:

- 50% based on a school's End of Course exams or locally adopted (and PED-approved) measures;
- 25% based on NMTEACH observation protocol; and
- 25% based on locally adopted (and PED-approved) multiple measures.

Like Group A Teachers, all grades and subjects that do not have an assessment will be placed on Graduated Considerations until valid and reliable measures of student achievement growth are available.

Student achievement data is the building block for a Teacher Value Added Score (VAS). This score is derived from an aggregate of the Student Achievement VAM. Reliable VAS will contain at least three years of student achievement data. Until a teacher has 3 years of VAS, teachers will be scored using Graduated Considerations, which serve two purposes: one, to recognize that new teachers are developing skills over the first few years; and two, to provide veteran teachers an opportunity to hone their instruction as they embrace more rigorous academic standards. Graduated Considerations are applied independently to two separate assessment categories and are in affect for three testing occasions (e.g. three years of SBA data, or two years of EoC data).

NMTEACH acknowledges and rewards exemplary and highly effective teachers through both salary and enhanced professional growth opportunities. For example, plans are underway in 2015 to utilize those scoring exemplary and highly effective ratings as academy leaders and mentors for the cadre who need further assistance in becoming effective teachers. Several incentive programs also incorporate NMTEACH effectiveness data.

### *Salary Increases*

In an effort to make the teaching profession more attractive, New Mexico has increased salaries for beginning teachers by 13% in the last two years. In the 2014-15 school year, salaries for beginning teachers increased from \$30,000 to \$32,000, and in the 2015-16 school year, salaries for beginning teachers will increase from \$32,000 to \$34,000.

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<sup>8</sup>Details on Graduated Considerations can be found here:

<http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/Grad%20Cons%20Table%20with%20Tags2014-2017final.pdf>.

### *Pay for Performance Pilot Program*

Beginning with the 2014/15 school year, the New Mexico Pay for Performance Pilot program established incentive pay pilot programs to reward New Mexico's best teachers and principals throughout the state, as evaluated by NMTEACH. By using local expertise and negotiating with local partners, IPP applicants created innovative systems to reward teachers and principals for their excellence. Awards are prioritized for teachers and principals in low-performing schools as judged by school grades and/or by areas with teaching shortages such as special education, bilingual and secondary math and science. 8 school districts and 19 charter schools received awards.

Based on analysis conducted for New Mexico's Educator Equity Plan, Pay for Performance awards will be prioritized for districts and schools with high proportions of economically-disadvantaged students.

### *Streamlined Teacher Licensure Advancement*

On December 22, 2014, the New Mexico Public Education Department put in place an alternative method for teachers to advance their licensure level. This flexibility is open to all teachers in New Mexico who are evaluated using the NMTEACH protocol and who have the opportunity to earn student achievement data. The goal of this program is to provide flexibility to teachers to advance to the next level of licensure using the results of their most recent Summative Evaluations. Teachers are able to advance when they meet the following criteria: teach a minimum of three years on their current level of license, earn an overall rating of effective, highly effective or exemplary on their most recent summative evaluation, earn at least 50% of the points available to them in the student achievement portion of their summative evaluation and have the approval of their district. Providing this flexibility to teachers in every district in New Mexico means that shortage and at risk areas have the same opportunity to retain and develop their top performing teachers.

### *Santa Fe Fellows Program*

The Santa Fe Public Schools has developed this partnership to recruit and select recent college graduates with the academic expertise to teach in critical shortage subjects. The goal is to build on deep content knowledge that the applicants already possess and provide the educational component that is needed to successfully teach in Santa Fe Public Schools. The program commenced in 2014 and began work with a cohort of 10 participants. The fellowship begins with an intensive 8-week training program prior to the beginning of the school year; participants are then placed in a school in the district as a level I teacher with a commitment to serve at the district for three years.



### *Policy Enabling Better Recruitment and Retention of Effective Teachers*

Recent legislative efforts have made an impact on recruiting and retaining teachers and school leaders by expanding career advancement opportunities for educators and eliminating unnecessary barriers to entering the teaching profession.

- 1) *Administrator Licensure* – In March 2015, Governor Susana Martinez signed the Administrative Licensure Bill, which expanded career advancement opportunities to teachers across the state by allowing both level II and level III teachers the ability to obtain an administrative license. Prior to the bill's passage, only level III teachers were able to obtain an administrative license, which translated into a requirement for administrative license holders to have at least 6 years of teaching experience: one of the highest experiential requirements in the nation. The Administrative Licensure Bill changed that experiential requirement to 3 years, which aligns with much of the country and bordering states. As a result of the legislation being signed and passed, over 11,000 additional teachers will have the opportunity to obtain an administrative license.
- 2) *Level I Teacher Licensure Alternatives* – In the 2011 Legislative Session, Senate Bill 361 was passed and signed, allowing alternatively licensed teachers to begin counting their experience toward a level II license immediately. Prior to passage of the bill, teachers teaching with an alternative Level I license needed to complete the requirements to convert the license to a full Level I teaching license before their years of experience counted toward the experiential requirement to obtain a level II license. This allows alternatively licensed teachers to advance a licensure level in as little as three years, instead of the five to six years under the previous system.
- 3) *Eliminating unnecessary credit requirements* – In March 2015, Governor Susana signed SB329, which eliminated teacher preparation credit requirements that made teacher preparation programs in the state both more expensive and longer to complete. The bill reduced the amount of mandatory credit hours in math, science and the humanities from 57 credit hours to 41 credit hours. Such credits have not been shown to increase a teacher's effectiveness in the classroom. This action will allow teacher preparation programs the flexibility to provide curriculum more directly aligned with preparing participants to become successful in the classroom.
- 4) *Highly Qualified Teacher Waiver* - Federal law focuses on teacher quality as measured by front-end qualifications. Specifically, the No Child Left Behind Act specifies that a Highly Qualified Teacher is to have passed a content area exam, possess a minimum of 24 semester hours in the content area of choice, or have attained the status of nationally board certified.

Over the course of the last decade, however, research as well as popular thinking has shifted considerably, with a vast majority considering the inputs or credentials associated with the highly qualified status as an insufficient measure of teacher quality. As noted in several contemporary research journals, qualifications only weakly predict how teachers will do in the classroom (USDE, 2009; Buddin & Zamaro, 2009; Rivkin, Hanushek, & Kain, 2005).

This flexibility will establish criteria in which LEAs could place teachers in high need positions and difficult to staff positions based upon their effectiveness rating from the prior year and provide more students access to an excellent teacher. In addition, LEAs would need to establish support and professional development for these teachers.

For LEAs to determine flexibility, the following criteria must apply:

- A teacher is Effective, Highly Effective, or Exemplary on the summative rating of their NMTEACH evaluation, AND
- A teacher must earn at least 50% of their possible Student Achievement Measures (STAM) to be qualified, regardless of summative rating.
- Districts will submit a completed application for flexibility identifying the following:
  - Teacher being assigned
  - Content/Grade level
  - Proposed supports

The flexibility granted by the federal Department of Education to PED will allow schools and districts to utilize the NMTEACH system to provide more equitable access to effective teachers. In the coming weeks, PED will be releasing an application for districts to apply for the flexibility. In future years of the Equity Plan, PED will report on outcomes and the impact the flexibility had on providing equitable access to excellent educators for New Mexico's low-income and minority students.

PED, in collaboration with the legislature and federal partners, will continue to pursue policies that eliminate unnecessary barriers for teachers, reward effectiveness in the classroom and provide for multiple entry points to the profession.

### **Mentoring and Professional Development**

Providing support to teachers helps develop them to become as effective as possible. New information from the NMTEACH educator effectiveness system allows for more strategic professional development targeted to teachers' needs.

### *AP Teacher Training*

Since 2012, New Mexico has expanded training and support for AP teachers. The newly available support is available not just to new AP teachers, but for existing AP teachers as well. The goal of this initiative is simple – provide teachers support to ensure they are prepared for success in teaching the rigorous AP content and effectively preparing students for success in AP courses and exams.

In the past 4 years, New Mexico has targeted almost \$3 million in support to the AP initiative as a whole, with more than \$1 million specific to supporting teachers. Where previously teachers only participated in AP summer institutes, they are now provided in-service training throughout the school year specific to their content area.

Each year, based on student outcomes data, PED determines which AP content areas are showing the lowest growth to focus priority for the summer institutes and in-service training throughout the school year. Thirty-five districts and 15 charter schools participated in AP training in the 2014-15 school year.

### *Teachers Pursuing Excellence*

Beginning in the 2013-14 school year, New Mexico teachers receive more feedback on their performance than ever in the state's history through the NMTEACH statewide evaluation system. The Teachers Pursuing Excellence program (TPE) will initiate a statewide effort beginning in the summer of 2015 in providing support to minimally effective and ineffective teachers to help them be more effective in the classroom.

Following the model of the Public Education Department's Principal's Pursuing Excellence program (PPE), minimally effective teachers will be hosted at a series of trainings on high-yield classroom practices and be paired with a highly effective or exemplary teacher to mentor them through their efforts to improve. After the first year of PPE, more than half of the schools participating in the program improved their school's letter grade at least one level, and in some cases, the school improved three letter grades –more than double the rate of improvement compared to the rest of the state. Mentor teachers will hold mentees accountable for their progress related to the trainings and be available to answer any questions needed.

Funding will be used to host trainings, and provide financial support for attendees in the form of stipends, mileage and accommodations. Mentors will also be provided separate training to learn how to best support their teachers.



### *Regional Capacity-Building in New Mexico: WIDA Professional Certification*

Currently, there are no WIDA professionally certified trainers based in New Mexico. Consequently, procuring training directly from WIDA's professional development staff on ELD standards and assessments is challenging due to scheduling conflicts, travel logistics, and cost. As a second approach to develop expertise within the state and in addition to extensive training provided to the state through WIDA, PED's Bilingual Multicultural Education Bureau (PED-BMEB) issued districts and schools an invitation to encourage qualified personnel to submit applications for WIDA's Professional Certification Program. PED-BMEB has agreed to fully support the cost of training and travel-related expenses for any accepted New Mexico district/school personnel in exchange for their in-kind service (i.e., providing professional development) to local districts needing support. In addition to PED-BMEB's Director, three other educators across the state have been accepted. By the beginning of the 2015-2016 school year, New Mexico will boast four of its own WIDA-certified professional trainers who can be called on as a resource to the state's educators. PED-BMEB will continue to pursue several strategies for building state and regional expertise around WIDA English Language Development standards and assessment to ensure ELs can develop English and close the achievement gap.

### **Other**

#### *Connecting Budget to Effectiveness*

Annually, PED reviews and approves operating budgets for school districts and charter schools. In past years the reviews were focused on fiscal solvency, but recently they have been re-envisioned to also emphasize student outcomes.

For the cohort of lowest performing schools in New Mexico, districts must also provide school-level budgets, and as part of these submissions they must outline student outcomes, staffing patterns, plans for training and support aligned to student learning needs, and achievement goals for PED review and approval. The goal of this school-level budget is to clearly identify learning needs, align both staffing and training resources to better support student learning, and measure the outcomes.

Spring 2015 was the first time that school-level budgets were required; eleven districts will work in collaboration with PED and their schools to complete the school based budgets. In future years, additional districts will complete the school-level budget review process. The goal of the program is to effectively identify student learning needs, ensure that their teachers are effective and supported, and to ultimately see an improvement in student outcomes.



## Ongoing Monitoring, Support and Future Analysis

Since 2012, New Mexico has made tremendous progress in implementing an educator effectiveness system that truly differentiates teacher performance and is foundational to ensuring that all students, regardless of background or location, have access to an effective educator. The NMTEACH Educator Effectiveness System has given the New Mexico educational community a wealth of information on teacher impact and performance. The analyses included in this report are examples of how this data can be used, and the PED expects to conduct deeper analyses in the future to better understand our equity gaps and take action based on our findings.

These deeper analyses include internal program evaluations. As outlined earlier in the report, there are multiple efforts underway that will directly impact the goal of ensuring that every student has access to an effective teacher that advances their learning towards the ultimate goal of being college and career ready. As PED begins the task of evaluating new and ongoing efforts, the work will be led by several guiding questions:

- How has the program impacted student outcomes?
- How has the program impacted teacher growth within the NMTEACH system?
- Where the dollars invested in a manner that specifically address the equity gaps outlined in New Mexico's educator equity plan?

As PED implemented its educator effectiveness plan, the state is committed to measuring progress, adjusting efforts when necessary, and scaling new and innovative support for schools, teachers and students. Initially, this will result in rigorous program evaluations for the efforts outlined above. After an initial analysis of outcomes, a more refined review will take place to guide next steps for each program. Next steps may include:

- Aggressive expansion (presuming robust student outcomes)
- Refinement of efforts within the program, including scaling certain components and eliminating others
- Elimination of the program as a whole

In addition to reviewing currently implemented programs, PED will conduct future analyses to better understand our equity gaps. The Department plans to:

- Determine the impact of teachers in their first 3 years of teaching on student achievement and collaborating with Colleges of Education on how to improve their performance,
- Review first-year mentoring programs across the state and finding best practices for sharing across districts and charters
- Implement a teacher preparation approval process that drives effectiveness from training programs

## Glossary of Terms

**Economically Disadvantaged** – qualifying for free and reduced-price lunch

**Effective Teachers** – teachers with summative evaluation ratings of ‘effective’, ‘highly effective’, or ‘exemplary’

**Equity Gap** – A difference between different student groups’ access to an effective teacher

**Ineffective Teachers** – teachers with summative evaluation ratings of ‘minimally effective’ or ‘ineffective’

**LEA** – Local education agency or school district

**Minority** – Hispanic, Native American, African-American and other subgroups that are not Caucasian or Asian

**Qualified Teachers** – teachers meeting standards for certification, experience, and education

**Stakeholder** – a community member with a direct interest in or connection to New Mexico’s education system

**Summative Teacher Evaluation** – an annual teacher evaluation; the New Mexico model (NMTEACH) incorporates multiple measures of student progress, administrator observations and evaluations, and other district-selected measures, while accounting for a teacher’s content area and number of years of available data

**Teacher Preparation Program** – a traditional or alternative means of training and preparing a teacher to be successful in a classroom environment

## Stakeholder Feedback Attachments



Roswell Museum & Art Center  
Bassett Room  
100 West 11th Street  
Roswell, NM 88201

# EQUITY PLAN STAKEHOLDER MEETING

The New Mexico Public Education Department  
requests your input as a key education stakeholder in creating  
our state's Educator Equity Plan.

All states are required to develop an Educator Equity Plan for submission and approval by the US Department of Education. Equal educational opportunity means ensuring that schools have the resources they need to provide meaningful opportunities for all students to succeed, regardless of family income or race. To accomplish this goal, all students must have equitable access to a safe and healthy place to learn, high-quality instructional materials and supports, rigorous expectations and course work, and, most critically, excellent educators to guide learning.



**Friday, May 15, 2015**

**10:00 a.m.**

**Roswell Museum & Art Center's  
Bassett Room**

## **Agenda**

**10:00 – 10:30 a.m.**

Welcome: defining the Equity Plan and review of the US Department of Education's requirements

**10:30 – 11:30 a.m.**

New Mexico equity gaps: causes and solutions

**11:30 – 11:45 a.m.**

Break

**11:45 a.m. – 1:00 p.m.**

Stakeholder discussion: provide input on gaps in your community, ideas to address gaps, and feedback on our state's approach

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Please RSVP to Leighann Lenti,  
Deputy Secretary, New Mexico Public Education Department  
505.827.6045  
[Leighann.Lenti@state.nm.us](mailto:Leighann.Lenti@state.nm.us)

Public Education Department  
Jerry Apodaca Building  
300 Don Gaspar  
Santa Fe, NM 87501

# EQUITY PLAN STAKEHOLDER MEETING

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**Wednesday, May 20, 2015**  
**4:30 p.m.**  
**Mabry Hall**

## Agenda

**4:30 – 5:00 p.m.**

Welcome: defining the Equity Plan and review of the US Department of Education's requirements

**5:00 – 5:30 p.m.**

New Mexico equity gaps: causes and solutions

**5:30 – 5:45 p.m.**

Break

**5:45 – 7:00 p.m.**

Stakeholder discussion: provide input on gaps in your community, ideas to address gaps, and feedback on our state's approach

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Please RSVP to Leighann Lenti,  
Deputy Secretary, New Mexico Public Education Department  
505.827.6045  
[Leighann.Lenti@state.nm.us](mailto:Leighann.Lenti@state.nm.us)

University of New Mexico  
Student Union Building  
Acoma Rooms A and B  
| University of New Mexico  
Albuquerque, NM 87131

# EQUITY PLAN STAKEHOLDER MEETING

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**Wednesday, May 13, 2015**

**8:00 a.m.**

**UNM SUB Ballroom**

## **Agenda**

**8:00 – 8:30 a.m.**

Welcome: defining the Equity Plan and review of the US Department of Education's requirements

**8:30 – 9:30 a.m.**

New Mexico equity gaps: causes and solutions

**9:30 – 9:45 a.m.**

Break

**9:45 – 11:00 a.m.**

Stakeholder discussion: provide input on gaps in your community, ideas to address gaps, and feedback on our state's approach

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Please RSVP to Leighann Lenti,  
Deputy Secretary, New Mexico Public Education Department  
505.827.6045  
[Leighann.Lenti@state.nm.us](mailto:Leighann.Lenti@state.nm.us)





## New Mexico Educator Equity Plan

### Stakeholder Convening, Albuquerque, NM

Name	Organization	Email
Ken Whitton	retired teacher	(b)(6)
Larry Langley	NMBR	
Elizabeth Jacome	RRPS	
Bernard Chimoni	Native American Comm. Academy	
Gerty Patterson	NEA	
MARIA JARAMILA	CREC (RECS)	
Stephany Moore	RRPS	
Joy Ross	Santa Fe Public Schools	
Rev. Patty Allread	Church of Scientology of NM	
Christine Wernke	Teach For America	
Clint Elkins	LFC	
Frank Chislett	Grades	
Raphael Nebins	HSA	
Barbara Bowder	NMCEL	
Victoria Tafner	RRPS	
Jimel Lahi	SADE	
Charles Goodmacher	NEA-NM	
Eleanor Andrews	APS	

[illegible]



**New Mexico Educator Equity Plan**  
**Stakeholder Convening, Roswell, NM**

[illegible]

# New Mexico Educator Equity Plan

Stakeholder Convening, Albuquerque

May 13, 2015

# Agenda

- Welcome, Introductions and Overview
- New Mexico Equity Gaps
- Break
- Stakeholder Discussion

# Norms

- Our focus is New Mexico's Educator Equity Plan
- All opinions matter – we will operate in a collegial atmosphere
- Please limit phone use



# Key Terminology

- Before we begin, let's clarify some key terminology:
  - Equity Gap – A difference between different student groups' access to an effective teacher
  - Metric – A measurement; We will use metrics to determine where our key equity gaps are and what the root causes are
  - Economically Disadvantaged – Students that qualify for free and reduced-price lunch
  - Minority – Hispanic, Native American, African-American and other subgroups that are not Caucasian or Asian
  - Inexperienced Teachers – Teachers with 3 years or less of teaching
  - Effective Teachers – Teachers with summative evaluation ratings of 'effective' or higher
  - Qualified Teachers – Teachers with summative evaluation ratings of 'effective' or higher

# Vision Statement

*Every student has access to an effective teacher  
that advances their learning towards the  
ultimate goal of being college and career ready*

# Federal Requirements

Per federal requirements (ESEA 11(b)(8)(C)), each state must have a plan in place to:

“ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the [SEA] will use to evaluate and publically report the progress of the [SEA] with respect to such steps”

# Federal Requirements

Each state Educator Equity Plan (EEP) must:

1. Document and describe stakeholder consultation
2. Identify equity gaps
3. Explain the likely cause of equity gaps
4. Set forth strategies to eliminate equity gaps
5. Describe measures to evaluate progress toward eliminating gaps
6. Describe how New Mexico will publically report on progress



# Equity – Why it Matters

- All students deserve an equal educational opportunity, including equal access to excellent educators
- Teachers and principals who work in our hardest-to-staff schools deserve the support they need to succeed
- Excellent educators are those fully able to support students in getting and remaining on track to graduate from high school ready for college and careers

# Research on Equitable Access

National data shows that the following student groups are less likely to have access to great teachers and school leaders according to virtually every metric available:

- Students of color
- Students from low-income families
- Rural students
- Students with disabilities
- Students with limited English proficiency
- Students in need of academic remediation

*Source:* Institute of Education Sciences, data from the U.S. Department of Education's Office for Civil Rights

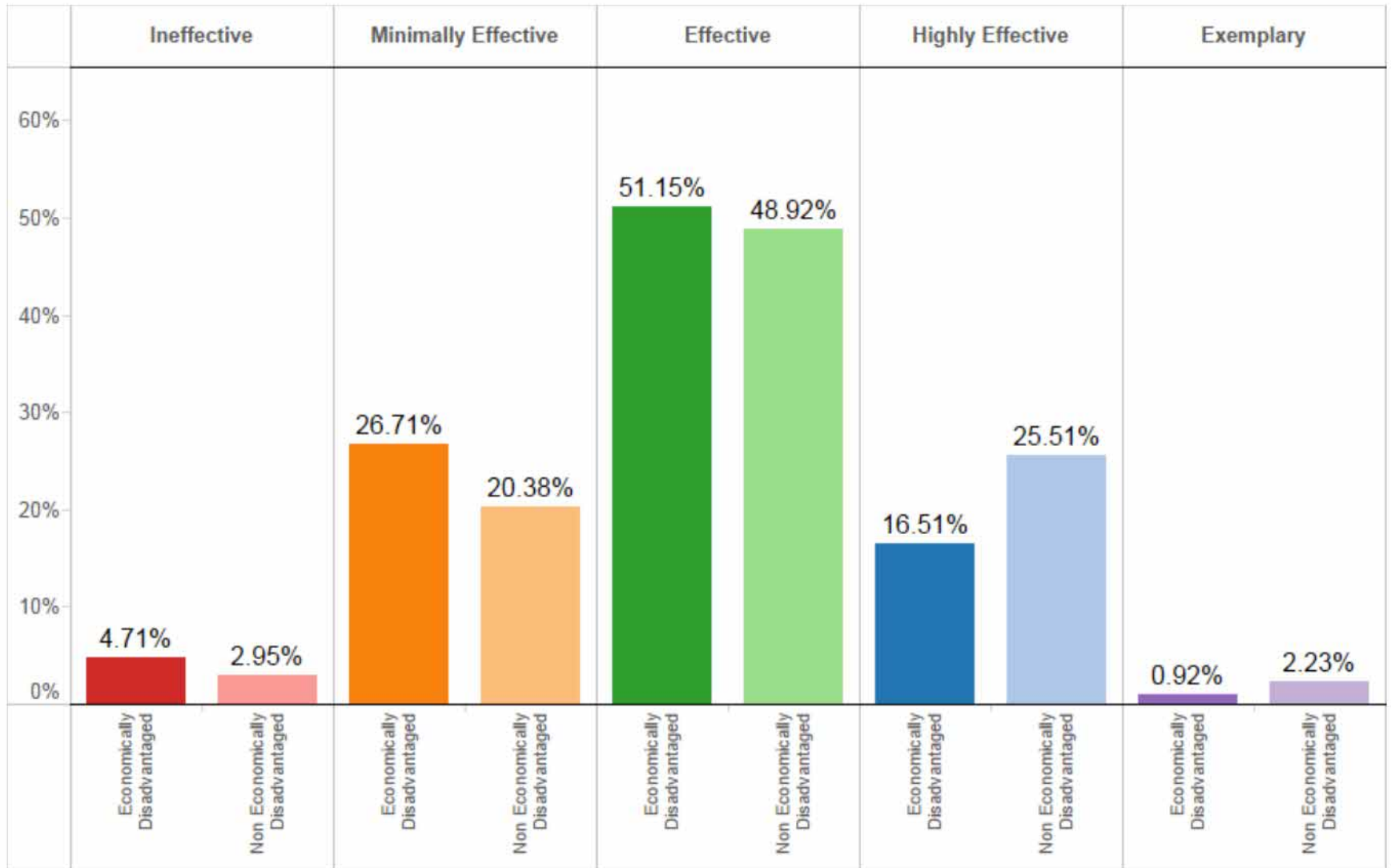
# Historical Background

- The 2002 reauthorization of the Elementary and Secondary Education Act, known as No Child Left Behind, called for all students to be taught by highly qualified teachers by 2006
- States also were required to create plans to ensure that students from low-income families and students of color are not taught at higher rates than other students by underqualified, inexperienced, or out-of-field teachers
- In fall 2014 the US Department of Education released an equity profile for each state – that profile was the basis for the identification of New Mexico's equity gaps



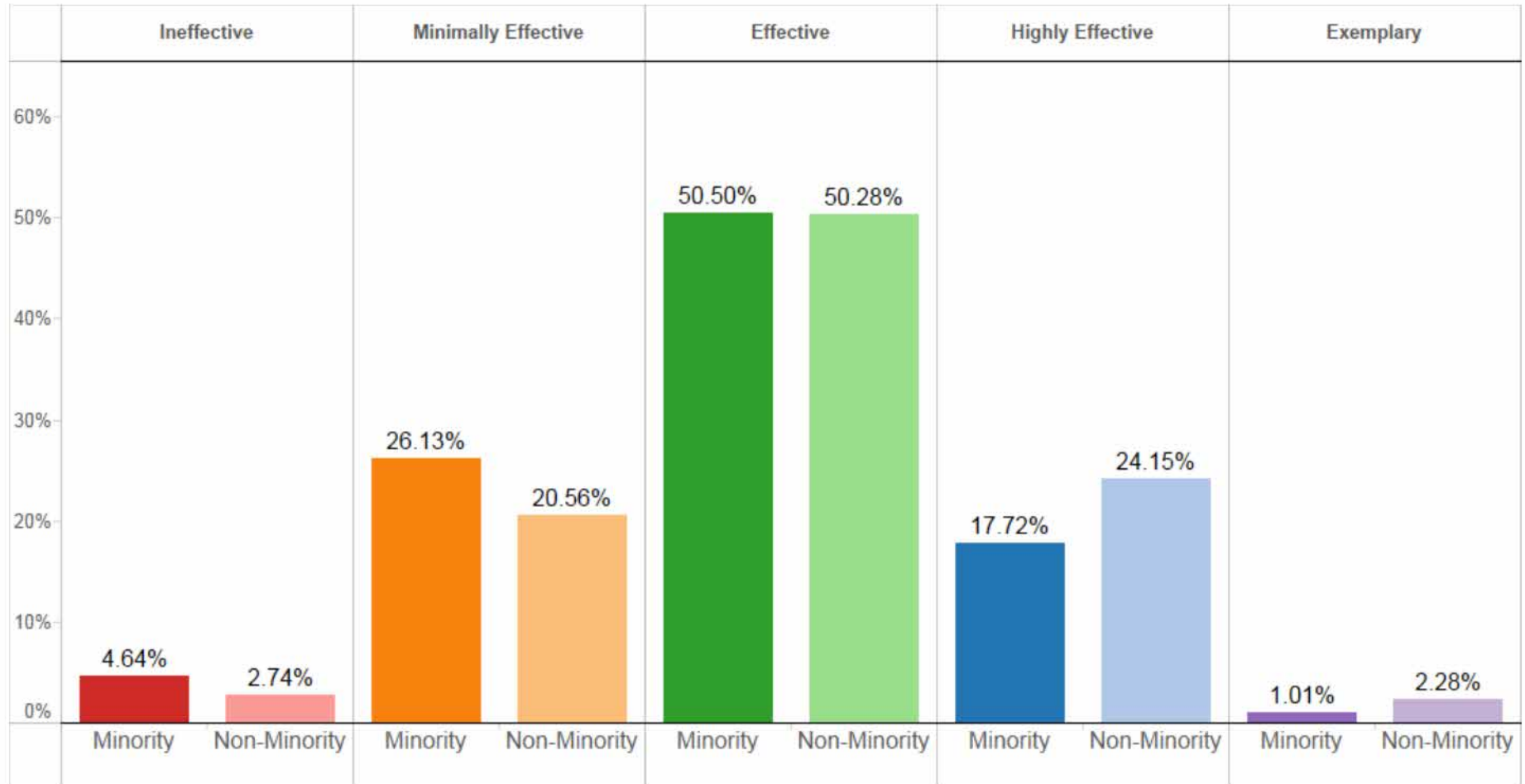
# New Mexico's Equity Gaps

Between Economically Disadvantaged and Non Economically Disadvantaged Students



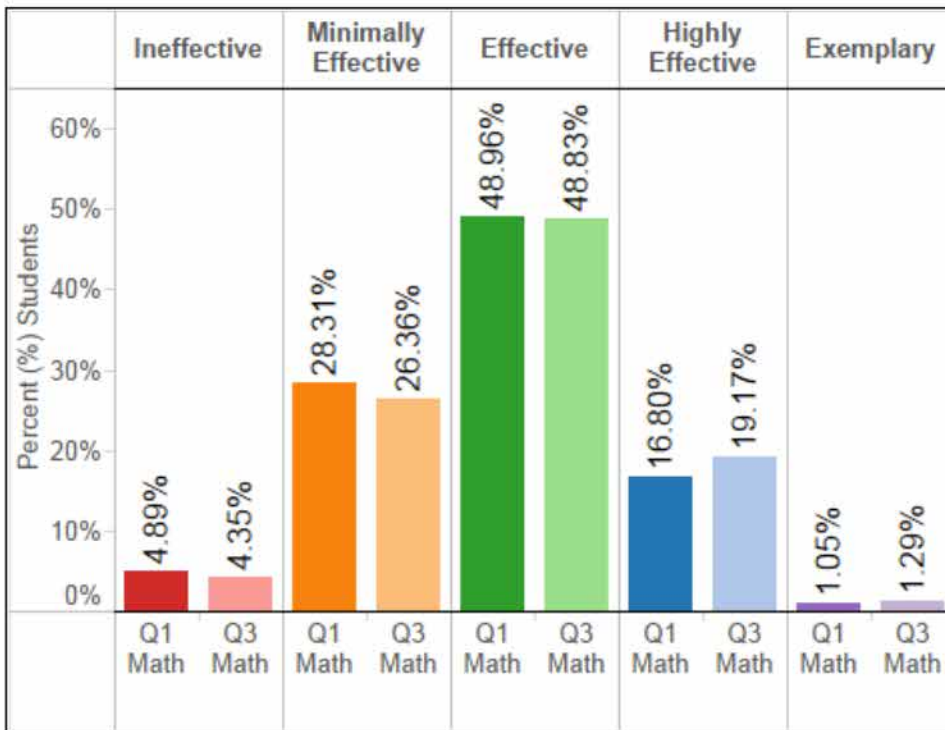
# New Mexico's Equity Gaps

Between Minority and Non-Minority Students

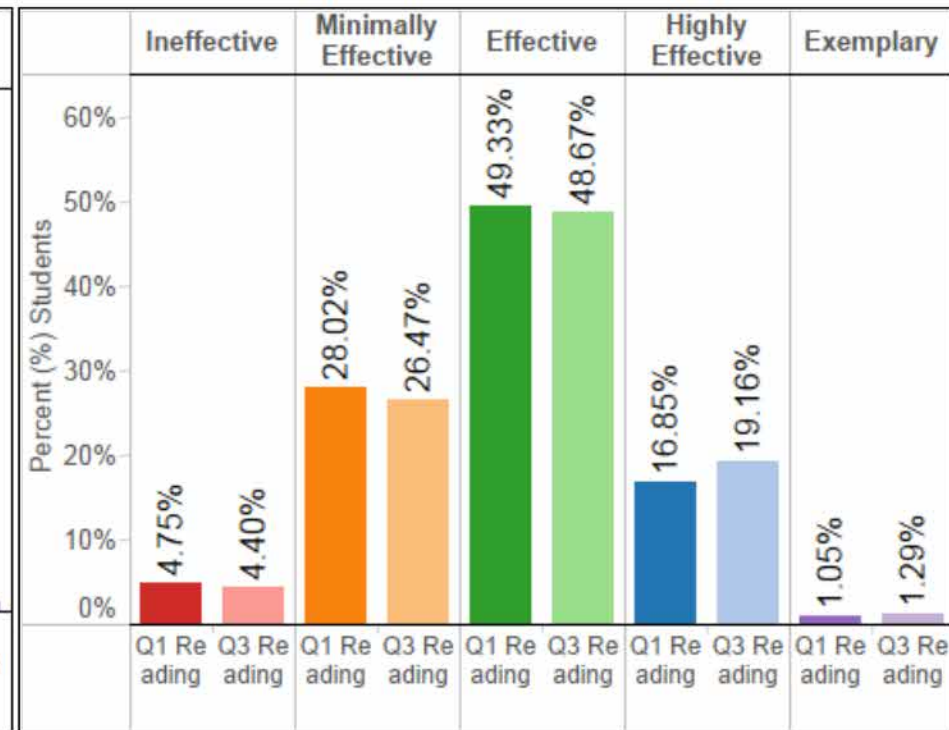


# New Mexico's Equity Gaps

Between Q1 and Q3 Students in Reading and Math



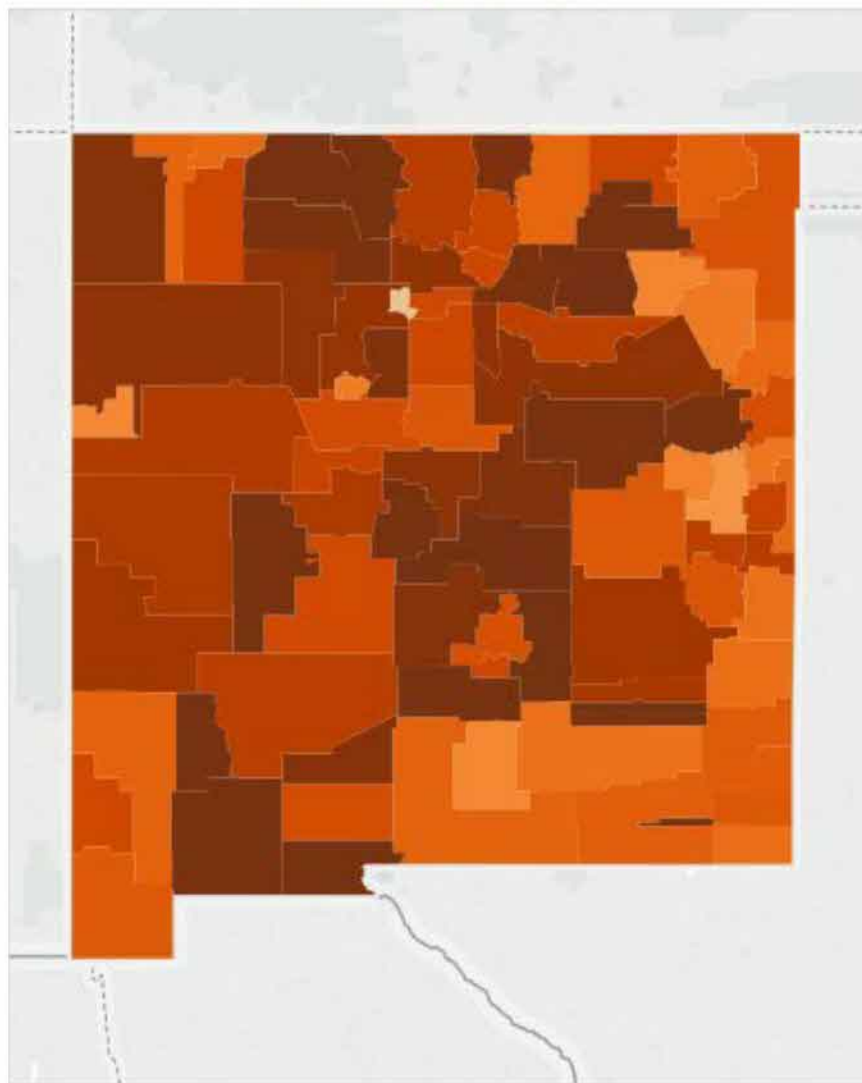
Q1 Math vs. Q3 Math



Q1 Reading vs. Q3 Reading



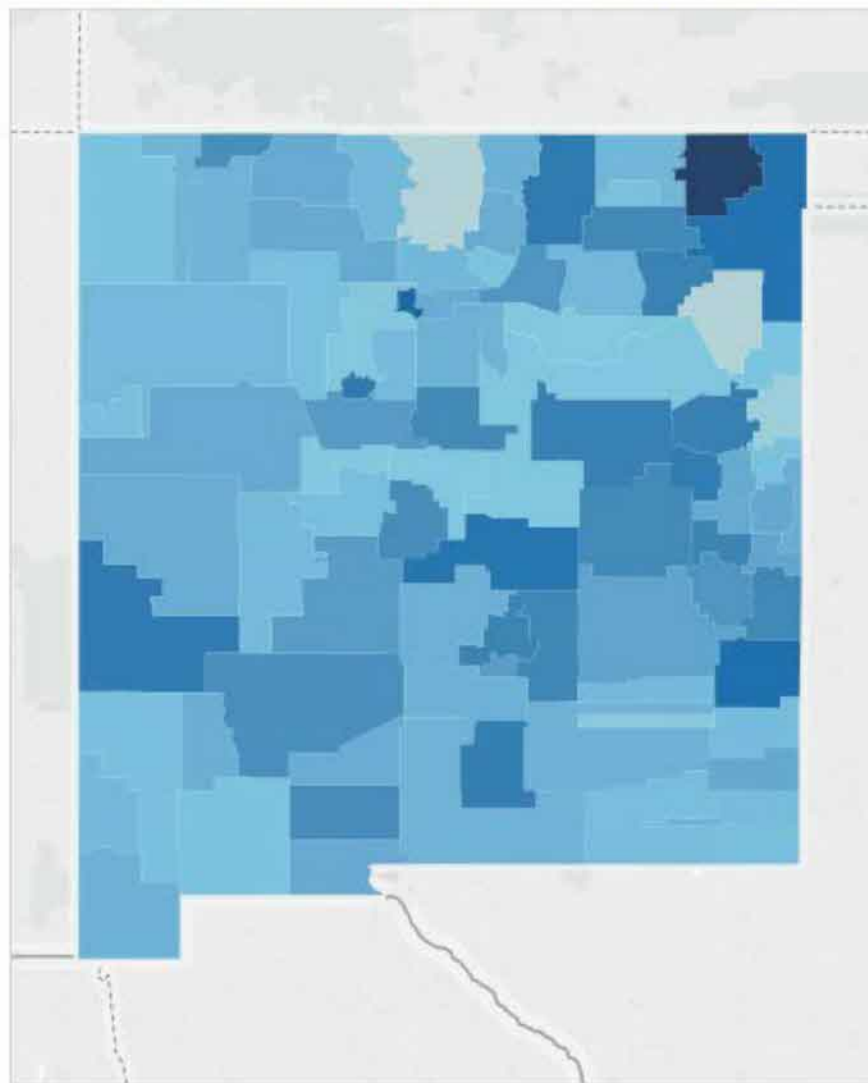
% FRL by District



% FRL

6.2% 100.0%

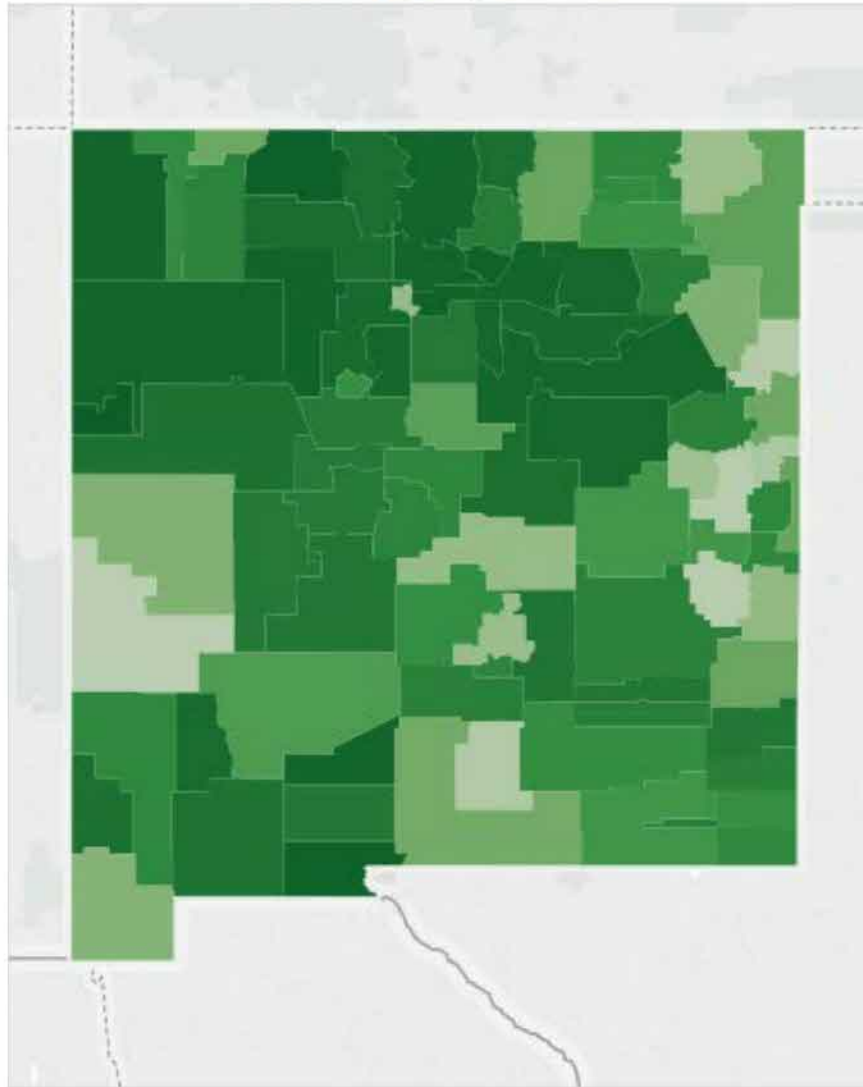
Average Summative Score by District



Average Summative Score

109.95 162.95

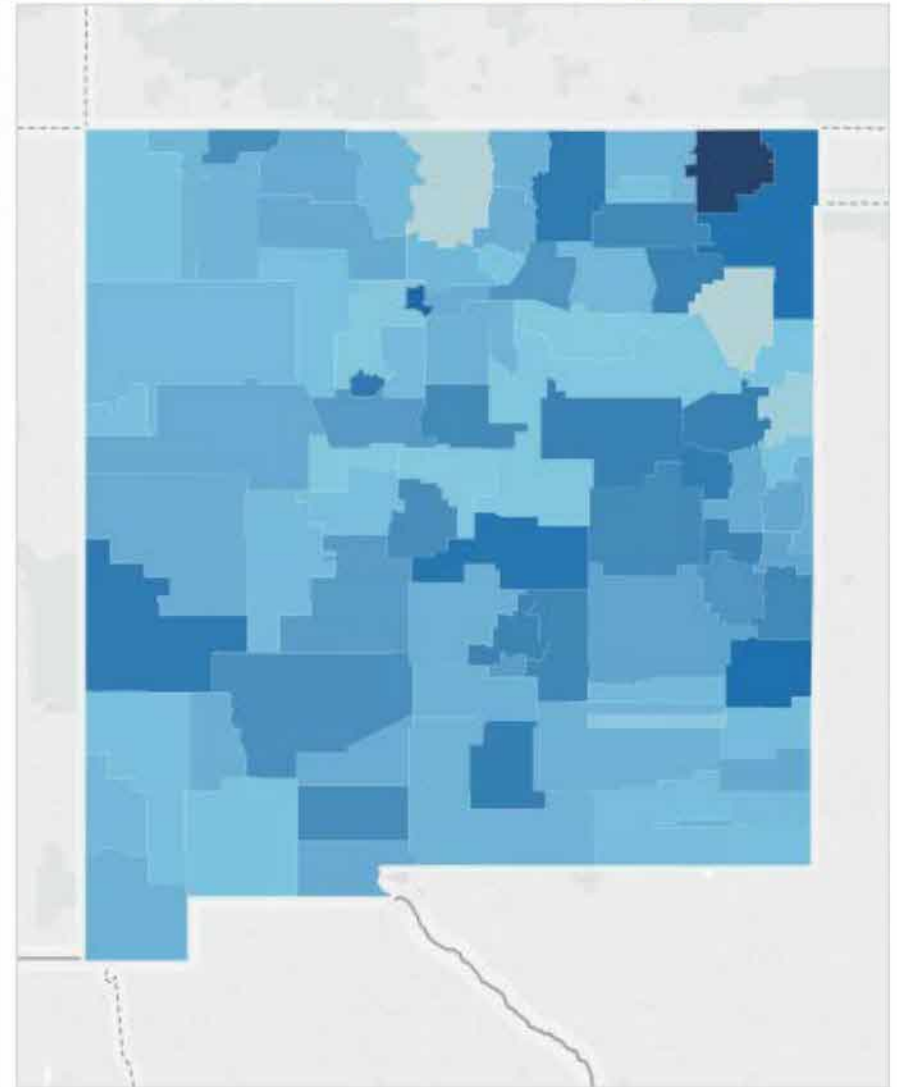
% Minority by District



% Minority

19.1% 99.3%

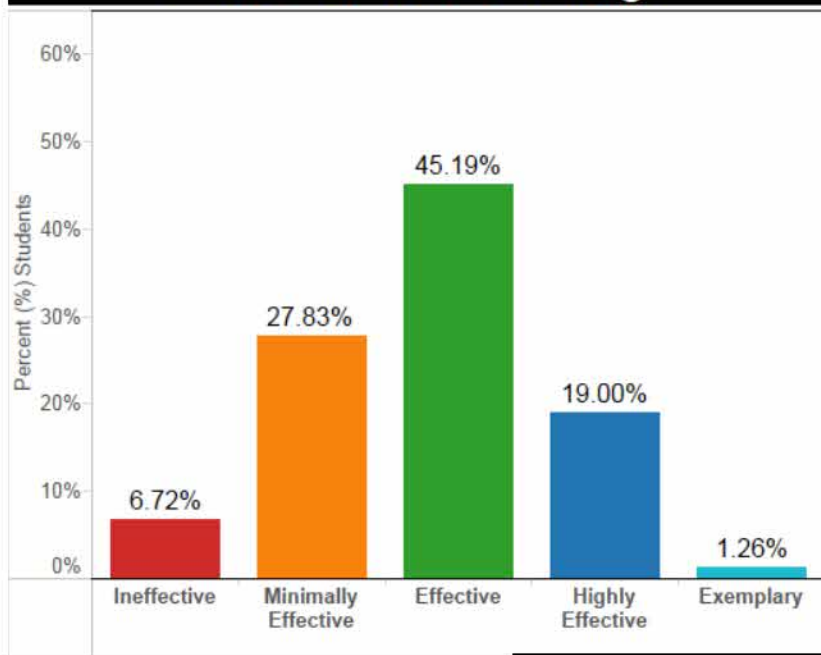
Average Summative Score by District



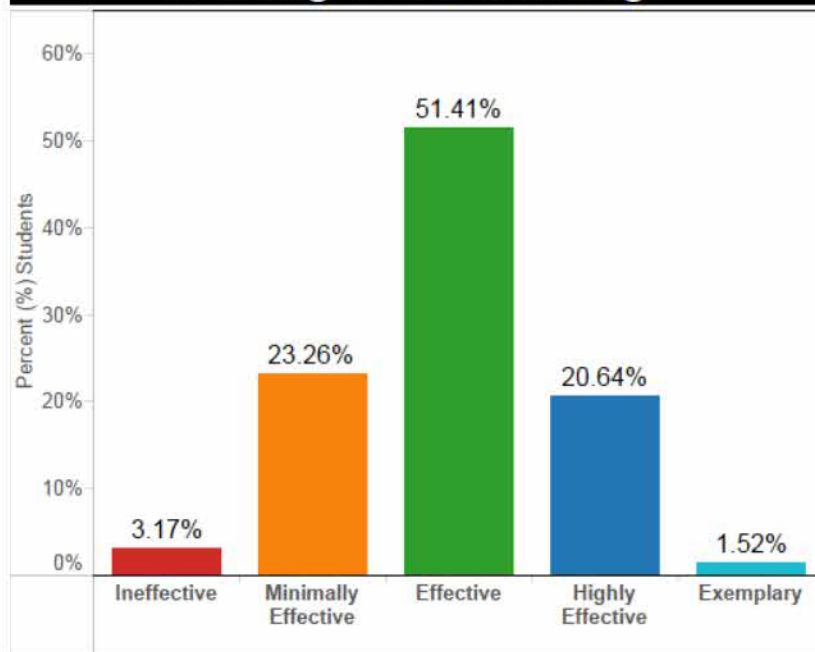
Average Summative Score

109.95 162.95

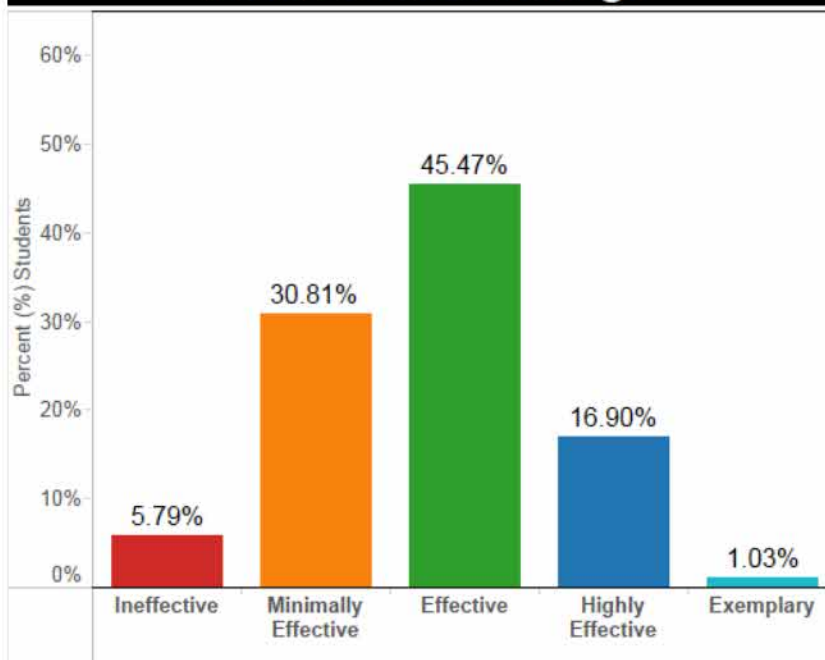
### Science Teacher Ratings

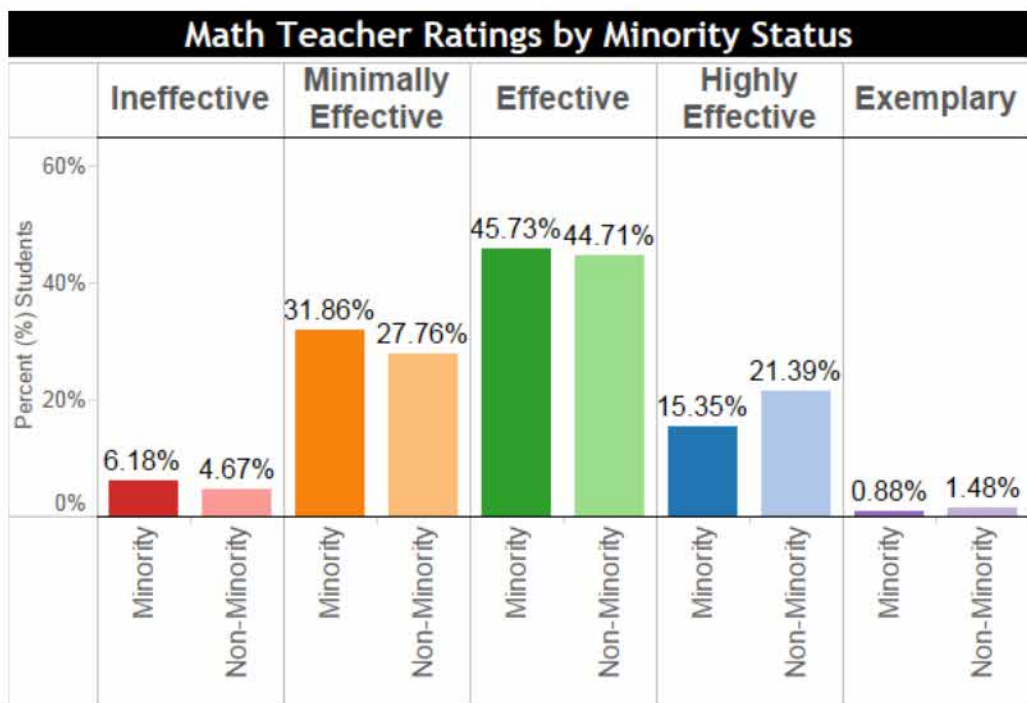
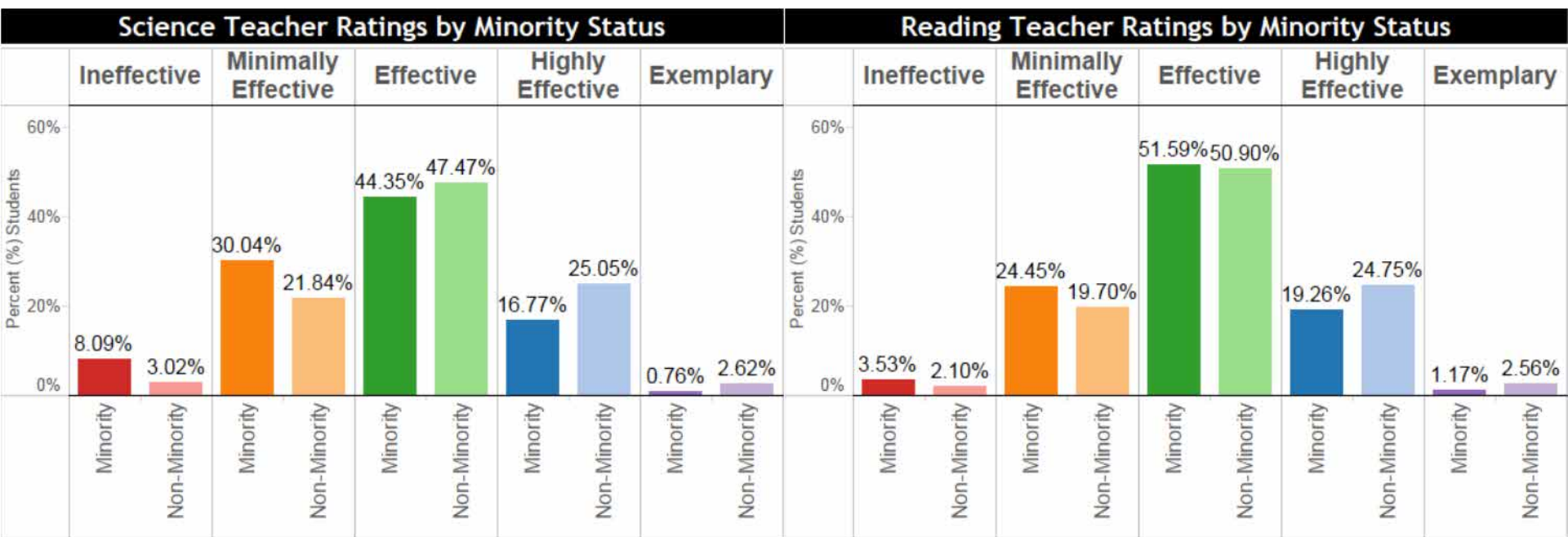


### Reading Teacher Ratings



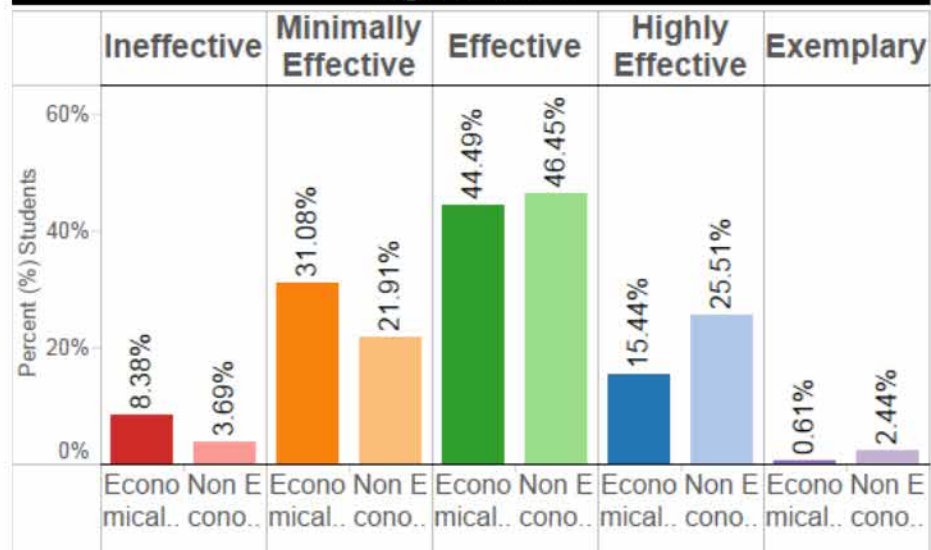
### Math Teacher Ratings



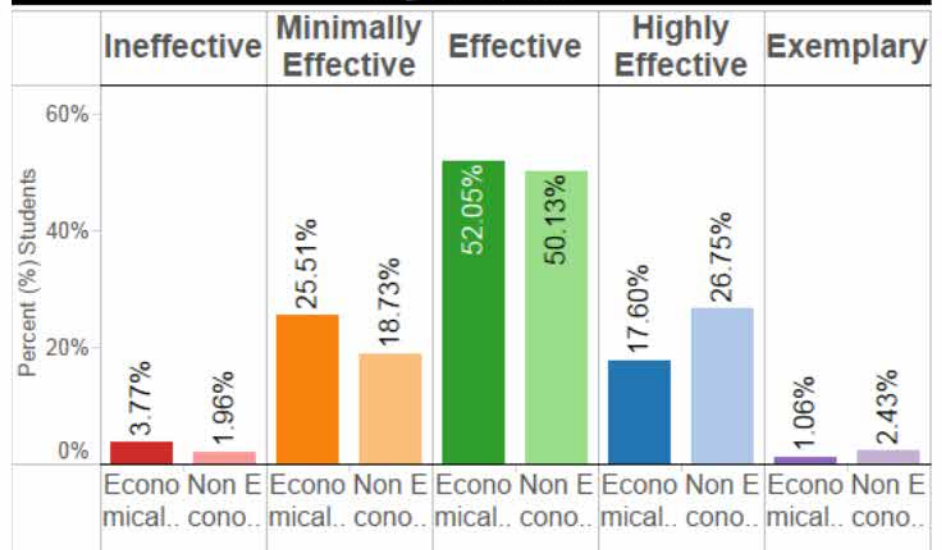




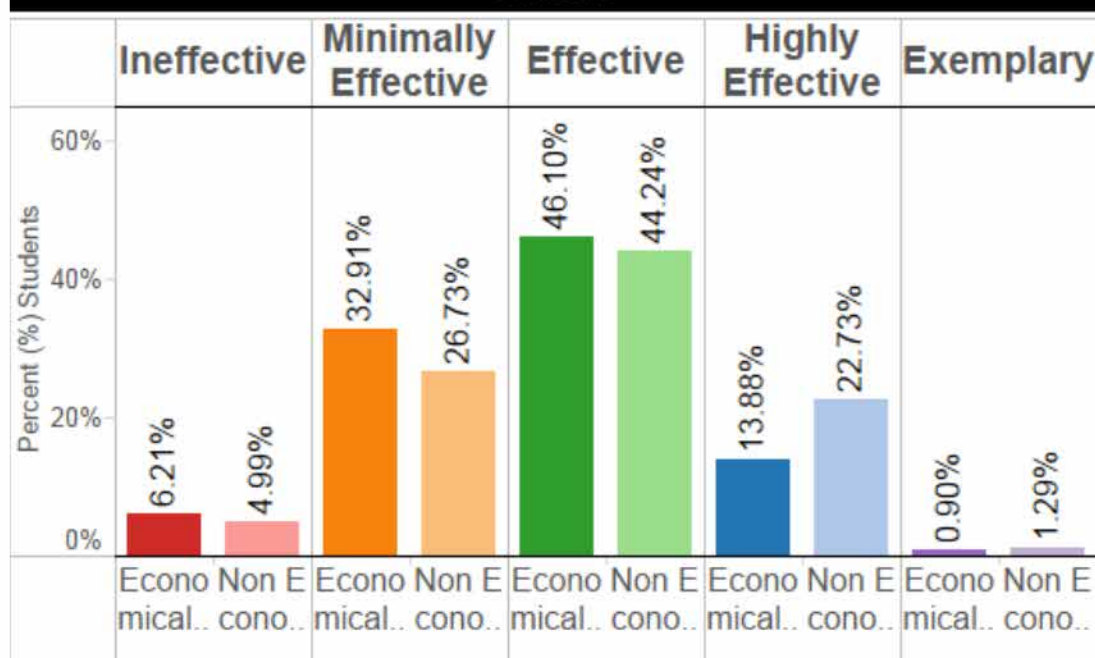
**Science Teacher Ratings by Economically Disadvantaged Status**



**Reading Teacher Ratings by Economically Disadvantaged Status**



**Math Teacher Ratings by Economically Disadvantaged Status**



# New Mexico's Equity Gaps

- New Mexico's Legislative Finance Committee found more inexperienced teachers are in high-poverty, high-minority schools ([2012](#) & [2015](#))
- Qualifications have little to do with effectiveness: over 99% of our teachers meet the highly qualified standard from NCLB

# New Mexico's Equity Gaps

- Themes:
  - Students in poverty are less likely to have an effective teacher than their more affluent peers
  - Minority students are less likely to have an effective teacher than their more non-minority peers
  - Students in poverty and minority students are more likely to have an inexperienced teacher

# New Mexico's Equity Gaps

These themes have devastating consequences for our state:

- 3<sup>rd</sup> Grade Reading:
  - 48.3% of Hispanic students are on grade level
  - 32.3% of Native American students are on grade level
  - 44.8% of students in poverty are on grade level
- Graduation Rate:
  - 1/3 of Hispanic students do not graduate in 4 years (67.6% graduate)
  - Nearly 40% of Native students do not graduate in 4 years (61.7% graduate)
- Long-term New Mexico Rankings:
  - 46<sup>th</sup> in 6 year college graduation rate for Hispanic Students (35.4%)
  - 45<sup>th</sup> in 6-year college graduation rate for Native students (25.2%)
  - 41<sup>st</sup> in adults with at least an Associate's Degree (33.1%)

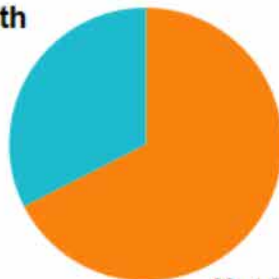


## Achievement Gap between Minorities and Non Minorities Math

Minority

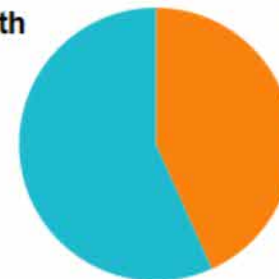
Non-Minority

Proficient in Math  
32.50%



Not Proficient in Math  
67.50%

Proficient in Math  
56.72%



Not Proficient in Math  
43.28%

## Achievement Gap between Minorities and Non Minorities Reading

Minority

Non-Minority

Proficient in Reading  
41.94%



Not Proficient in Reading  
58.06%

Proficient in Reading  
65.52%

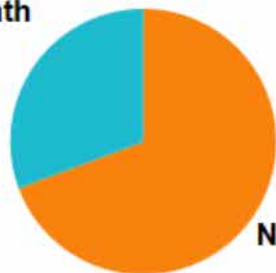


Not Proficient in Reading  
34.48%

## Achievement Gap between Economically Disadvantaged and Non Economically Disadvantaged Students Math

### Economically Disadvantaged

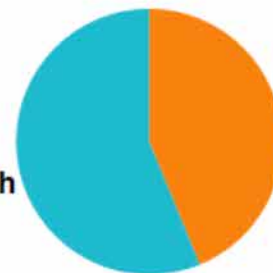
**Proficient in Math**  
30.69%



**Not Proficient in Math**  
69.31%

### Non Economically Disadvantaged

**Proficient in Math**  
56.21%

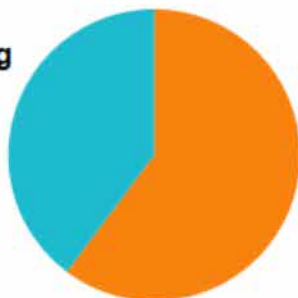


**Not Proficient in Math**  
43.79%

## Achievement Gap between Economically Disadvantaged and Non Economically Disadvantaged Students Reading

### Economically Disadvantaged

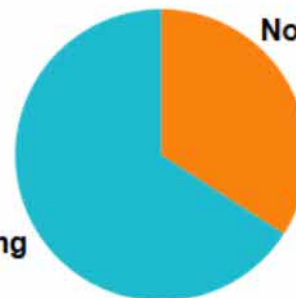
**Proficient in Reading**  
39.77%



**Not Proficient in Reading**  
60.23%

### Non Economically Disadvantaged

**Proficient in Reading**  
65.90%



**Not Proficient in Reading**  
34.10%

# New Mexico's Equity Gaps

To address the gaps, PED **WILL**:

- Incentivize strategic teacher placement: placing our best teachers and school leaders with our students most in need
  - NMTEACH
  - HQT Flexibility
  - STEM and hard-to-staff stipends
  - Pay for Performance Pilot
  - Social Workers in Middle Schools
  - Training leaders on strategic teacher placement through administrator preparation programs, school turnaround programming
- Prepare teachers to be effective in the classroom: overhauling teacher preparation programs to ensure that every new teacher is effective
  - Establish new, practice-based teacher prep programs aimed at training new teachers to be effective immediately
  - Teacher Preparation Report Card
  - Teacher Preparation Program Approval

# New Mexico's Equity Gaps

To address the gaps, PED **WILL**:

- Use professional development and evaluation to drive effectiveness: Using available data to support teachers and teachers in their developmental needs to ensure they are effective
  - Use results from NMTEACH to be strategic in training provided
    - Student achievement
    - Observations
  - Leverage district best practices
  - Conduct internal program evaluations to determine impact on eliminating gaps
- Support and hold districts accountable for their strategy to eliminate inequity: Districts have plans to ensure every child is receiving an excellent education – we want to help them get there, through
  - Annually report educator equity gaps
  - Hold districts accountable for their own plans to bring equity to students and student achievement (WebEPSS)
  - School-based Budget Pilot, Spring 2015
  - Priority Schools Bureau programming
    - PPE
    - TPE
    - UVA
  - New Mexico Reads to Lead
  - New Mexico STEM Ready
  - Advanced Placement teacher support



# New Mexico's Equity Gaps

- Highly Qualified Teacher Flexibility
  - New flexibility allows for districts to place Effective and higher teachers into like-content areas
    - For example, a Highly Effective Physics teacher could now also provide instruction in Algebra II
  - Eliminates the arbitrary and costly gate-keeper of the former HQT requirements

**BREAK**

# Discussion

- With your elbow partner, take 5 minutes and discuss what educator equity means to you

# Discussion

- Based on the previous question and feedback, turn to a different elbow partner and discuss the barriers to closing educator equity gaps in your community



# Discussion

- Based on the data shared earlier and the feedback from the stakeholder's here today, spend 5 minutes discussing how New Mexico can begin to close educator equity gaps

# Discussion

- Each state must publically report on educator equity gaps and progress towards closing those gaps
- What is the best avenue to report that information annually?
- Spend 5 minutes discussing what information should be shared with the public to ensure it is meaningful and actionable

# Question and Answer

# Further Feedback

- Written feedback can be submitted to Matt Pahl and Leighann Lenti at [matt.pahl@state.nm.us](mailto:matt.pahl@state.nm.us) and [leighann.lenti@state.nm.us](mailto:leighann.lenti@state.nm.us)
- Written feedback will be accepted until May 25, 2014

# Stakeholder Convening on Educator Equity

May 13, 2015  
Albuquerque, NM

*NM PED envisions that every student has access to an effective teacher that advances their learning towards the ultimate goal of being college and career ready.*

## Key Terms:

**Equity Gap** – A difference between different student groups' access to an effective teacher

**Metric** – A measurement; We will use metrics to determine where our key equity gaps are and what the root causes are

**Economically Disadvantaged** – Students that qualify for free and reduced-price lunch

**Minority** – Hispanic, Native American, African-American and other subgroups that are not Caucasian or Asian

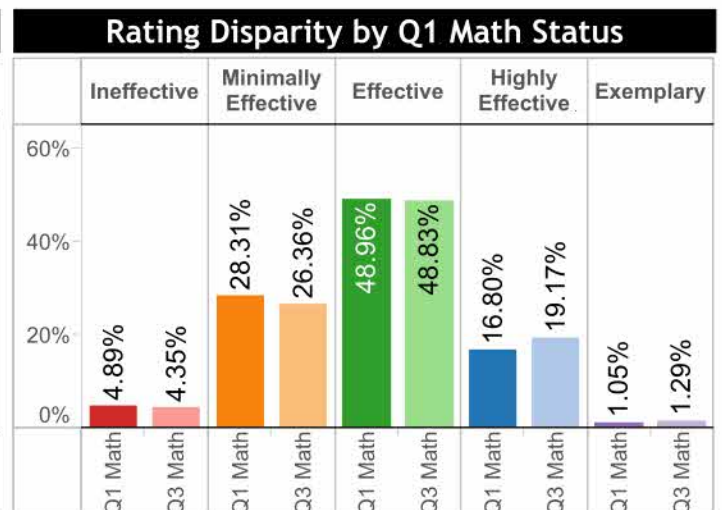
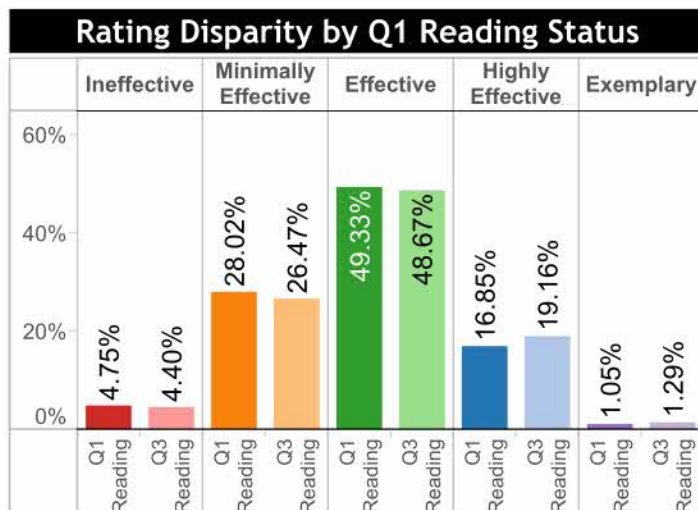
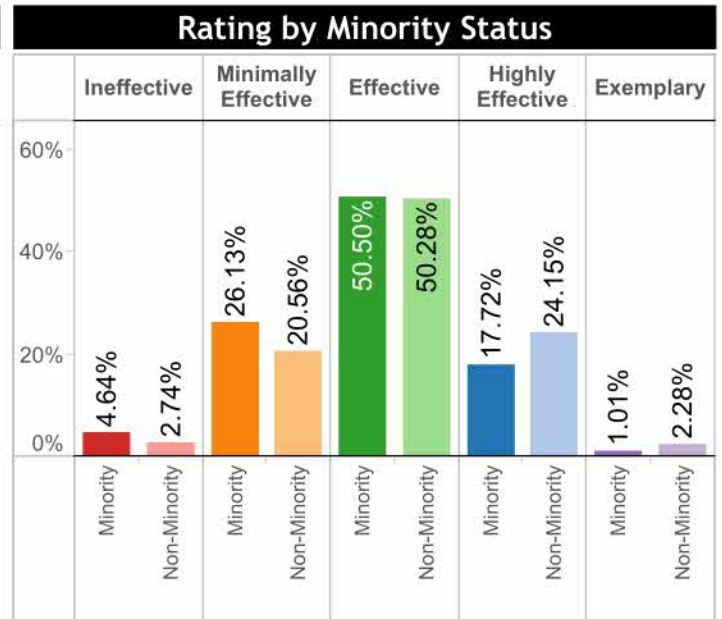
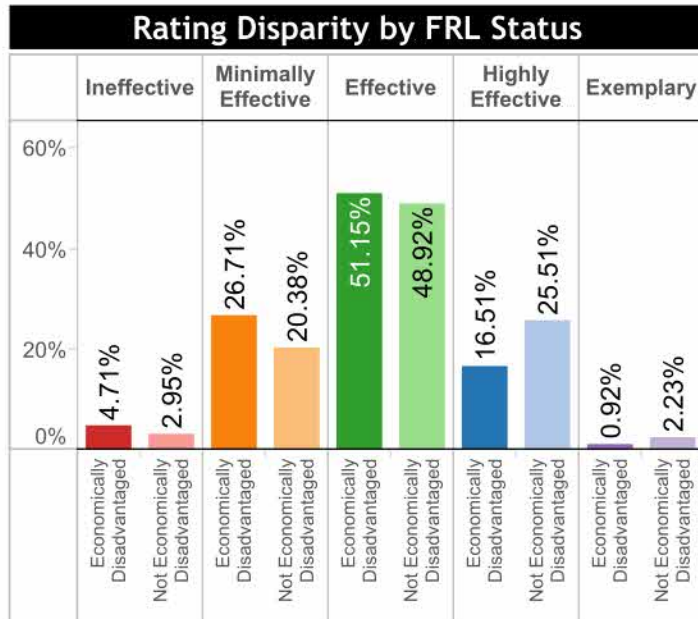
**Inexperienced Teachers** – Teachers with 3 years or less of teaching

**Effective Teachers** – teachers with summative evaluation ratings of 'effective' or higher

**Qualified Teachers** – teachers with summative evaluation ratings of 'effective' or higher

The following charts illustrate the equity gap on four different measures: Economic Disadvantage, Minority Status, Q1 Status for Math, and Q1 Status for Reading.

Use this data as a reference as you think about the discussion questions.







Hanna Skandera  
Secretary

New Mexico  
Public Education Department  
300 Don Gaspar  
Santa Fe, New Mexico 87501-2786  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

# Public Notice

For Immediate Release: May 13, 2015

## Public Education Department Seems Comment on Educator Equity Plan

The United States Department of Education requires all states to submit Educator Equity Plans by June 1, 2015. Federal guidance states:

"Equality of opportunity is a core American value. Equal educational opportunity means ensuring that schools have the resources they need to provide meaningful opportunities for all students to succeed, regardless of family income or race. To accomplish this goal, all students must have equitable access to a safe and healthy place to learn, high-quality instructional materials and supports, rigorous expectations and course work, and, most critically, excellent educators to guide learning. Yet, too often, students from low-income families and students of color are less likely than their peers to attend a school staffed by excellent educators, and are more likely than their peers to attend a school staffed by inexperienced educators or educators rated as ineffective."<sup>1</sup>

Based on that premise, the Public Education Department (PED) has provided equity gap data for New Mexico, as well as an overview of current and future efforts underway to address existing equity gaps in the attached PowerPoint and 1-page overview. PED is looking for stakeholders to provide comments specific to:

- What equity gaps currently exist in your community?
- Are there barriers to addressing those equity gaps? How can those barriers be addressed?
- Have there been successful programs or efforts to address the equity gaps in your community?

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<sup>1</sup> See, e.g., *Looking at the Best Teachers and Who They Teach: Poor Students and Students of Color are Less Likely to Get Highly Effective Teaching*, Jenny DeMonte and Robert Hanna, April 11, 2014, Center for American Progress (<http://www.americanprogress.org/wp-content/uploads/2014/04/TeacherDistributionBrief1.pdf>); *Civil Rights Data Collection Data Snapshot: Teacher Equity*, Issue Brief No. 4, March 2014, U.S. Department of Education Office for Civil Rights (<http://www.ed.gov/ocr/docs/crdc-teacher-equity-snapshot.pdf>); *High-Poverty Schools and the Distribution of Teachers and Principals*, Charles Clotfelter, et al., March 2007, National Center for Analysis of Longitudinal Data in Education Research; and data submitted to the U.S. Department of Education from State-Reported Annual Performance Reports for School Year 2012-2013, available at <https://www.rtt-apr.us/>. To see this information, click on an individual State, then follow the link to the section of the State's report on Great Teachers and Leaders.

- What is the best way data on equity gaps can be shared statewide?

Stakeholders wishing to make comments on the New Mexico Educator Equity Plan may do so via email. Emails should be directed to [Matt.Pahl@state.nm.us](mailto:Matt.Pahl@state.nm.us) and [Leighann.Lenti@state.nm.us](mailto:Leighann.Lenti@state.nm.us). Comments will be accepted until 5 p.m. MST on May 25, 2015.

###

## **Closing the New Mexico Education Equity Gap**

### **Comments by Marvis J. Aragon, Jr.**

(Note: My affiliation is with Acoma Pueblo Board of Education so these issues and recommendations are especially from a tribal perspective.)

#### **Districts should better partner with their communities**

- Significant, long-term performance improvements require culture change at the district and community level.
  - Emphasize and hold the school district accountable to develop, implement, and manage the Indian Policies and Procedures.
  - Districts should develop a performance management system in conjunction with students, parents, and school staff to establish goals, actions plans and measurements of success indicators.
  - Document school district change processes so students, parents and school staff understand how performance improvement will be managed.
- Develop effective support systems for students
  - Work with parents, guardians, and any student advocates to develop effective strategies to support student performance.
  - All Native American tribes in New Mexico have a department or entity charged with supporting student performance.
  - Working with tribal education departments to develop a “system of service” to resource teachers, parents and students.
- Benchmark highly effective districts and schools
  - Work with leadership to design a school culture which is effective for the community they serve.
  - Develop strategies to attract, support, and keep effective teachers in schools which need them most.
  - Convene a setting for school officials and staff to share best practices.

**From:** [salazarlc](#)  
**To:** [Lenti, Leighann, PED](#)  
**Subject:** commens on Equity plan  
**Date:** Tuesday, May 26, 2015 12:34:10 PM

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Good Afternoon: I hope you will still accept my comments (we were out of state).

Much more attention and resources must be offered to our ELs across the entire state and more assurances of ALL teachers continued professional development in strategies that best serve our ELs; furthermore, the NMTEACH document amended to better address ELs must be implemented (it was worked on my State Bilingual Advisory Council, Dual Language of NM and Center for the Education and Study of Diverse Populations) Mr. Matt Montaña is well aware of this and must be included in this equity play. Also, higher pay is a real issue, especially for experienced, qualified and effective teachers who are serving our ELs in high poverty areas, Title 1 and free and reduced lunch schools!

Thank you for your time and attention.

Loretta Salazar



**From:** [Elisa Cundiff](#)  
**To:** [Lenti, Leighann, PED](#); [matt.pahl@stat.nm.us](mailto:matt.pahl@stat.nm.us)  
**Subject:** Thoughts from the Las Cruces station wagon:  
**Date:** Friday, May 15, 2015 6:11:28 PM

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, matt.pahl@state.nm.us

Dear Leighann and Matt,

Thank you for inviting us out to chat and to delve in a bit on equity issues facing the students in our state. We truly appreciate you taking the time to share with us, and for listening to our thoughts and concerns on the matter. Here is a quick summary of a few of our thoughts in terms of critical areas we think would help to better meet the needs of our students. Most of these we were able to share in the group settings, but we have summarized below for your review.

1. Importance of TESOL endorsement and TESOL-style training (including paying for the endorsement and incentives for teachers who incorporate the strategies and work towards better serving ELL students)
2. Incentivizing teaching in economically disadvantaged schools - both in pay, and perhaps by allowing co-teaching or other community-building, creative allowances, stronger collaborative mentor-ships --> creating a culture in which teachers enjoy working in the ED schools
3. Utilizing our institutions of higher ed:
  1. encouraging/requiring stronger collaboration by our Universities and Colleges
    1. suggesting that education majors be required to spend a semester coaching reading in our 3rd grade classrooms at that critical age
  2. tracking student performance at higher ed institutions both qualitatively and quantitatively to inform our instruction development at the high-school level
  3. evaluating the successes of the ENLACE, IAI, and Arrowhead Park programs (among others) to build out an effective scope that will better ensure the success of our students attending our NM Universities.
    1. building a pipeline connecting with parents and students that supports first-gen students at University
4. ~~College and Career~~ Readiness:
  1. Financial Literacy component (can we scrap the semester of NM History and replace with Financial Lit?) or maybe integrate an engaging course that evaluates long-term life goals with financial literacy along the lines of the Stanford "[Designing Your Life](#)" course?
  2. Continued build-out of career pathways in schools
5. Consider the Ohio model of paying students to graduate early? (\$2,000 for students who cost \$6,000 a year is still a \$4,000 per student savings to the state).
6. Data which provides *meaningful* teacher feedback on areas for growth matched with supportive, and targeted training to build specific skill-sets.
  1. More diverse PD offerings also, so that teachers can choose areas of growth that most pertain to their needs
7. Building out stronger support networks for teachers:



1. modeling after successful mentor programs - build out a program which supports new teachers, but also for *all* teachers so that creativity and collaboration have a forum in which to flourish
  2. same for admin
  3. provide more opportunities and incentives for teachers to co-teach, collaborate on curriculum and share in projects and communicate successes, failures, and frustrations.
8. Digital access and training for teachers and students
1. moving teachers and students onto google classroom, drive, email etc could save hours of teacher time and make sharing curriculum/calendars etc more fluid
  2. Getting our poor students access to computers (laptops which can be checked out?) to help with the growing digital divide between our economically disadvantaged and wealthier students
  3. utilizing programs like Khan academy to differentiate instruction, assist with identifying student growth, and better utilizing teacher and student instruction time

Thank you for all that you do. Equity in education is so critical here in NM and we truly are rooting for your suggestions and the hopeful implementation to better assist our enormous population of economically disadvantaged and minority students. Please let us know what we can do to assist your efforts further.

Warmly,

- Team LC

*Elisa Cundiff*, **Computer Science Dept. & Yearbook** | **Las Cruces High School** | 1750 El Paseo Rd,  
Las Cruces, NM, 88001 | (575) 527 - 9400 |

**From:** [Elisa Cundiff](#)  
**To:** [Lenti, Leighann, PED](#); [Pahl, Matt, PED](#)  
**Subject:** Personal thoughts on the importance of CS in the equity plan  
**Date:** Saturday, May 16, 2015 9:18:05 AM

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Dear Leighann and Matt,

While I attempted to hold back on my personal passion in the group setting, I really feel compelled to share individually why computer science education must be a part of a real plan for equity in education in our state. And also why, we are well positioned in terms of our network of higher ed institutions, national labs, and other partners to make this work.

1. Integrating computer science skills and computational thinking into our classrooms should be a part of the equity plan.
  - a. Firstly, not only are computer science positions under-filled within New Mexico, but they are high-paying jobs underfilled across the entire United States (it is estimated that there will be about [1 million more](#) U.S. jobs in the tech sector than computer science graduates to fill them.) That is insane.
  - b. Secondly, CS positions require an understanding of computational thinking and experience with coding, but they do not require intensive and expensive 7 year+ degrees, along the lines of attaining a medical or legal degree, which frankly, is outside of the scope of reality for many of our students. Appropriate CS instruction would allow many of our students to leap-frog poverty into meaningful, high-paying and flexible careers.
  - c. Thirdly, we have strong computer science programs at higher-level institutions across the state, which are both affordable, and eager to engage with/support our high-school students. (I have worked with UNM, NMSU, Highlands, and New Mexico Tech, who have all enthusiastically supported myself and my students).
  - d. There is a growing digital divide for America's low-income and high-income students in terms of digital literacy, including computational thinking. The strong growth in demand for computer modeling and simulation across industries is going to further magnify the current equity issues our students face across nearly every profession. ([67% of computing jobs](#) are outside of the tech sector ).
  - e. Coding is an engaging form of learning STEM, which teaches students to think critically and problem solve. Critical skills which will better prepare our students to succeed in any pathway they pursue, and will also bolster interest in the maths and sciences for our students. In short - computer science makes STEM courses more relevant for students, it helps them design technical solutions to problems in math science and makes these courses more relevant to our youth. It gives students the tools and resources to see the world's problems as opportunities that they have to find solutions for. It gives our students a true skill-set which will ensure greater success in almost any field they enter. CS also involves the use of critical thinking and problem solving



which, in addition to serving the life-long needs of our students, will help our state better meet our existing state standards and testing benchmarks.

- f. Currently, the profession is so homogeneous. (<http://graphics.wsj.com/diversity-in-tech-companies/>) that it is continuing to exacerbate equity issues across our nation.
- g. Intel is spending \$5 million ([http://abc7news.com/education/intel-to-spend-\\$5-million-to-expand-education-at-oakland-schools/717348/](http://abc7news.com/education/intel-to-spend-$5-million-to-expand-education-at-oakland-schools/717348/)) in partnership with the Oakland school district to support CS courses in the schools. Intel has a strong presence in New Mexico, we should investigate a partnership for a similar program for New Mexico.
- h. America is failing our students by not teaching code in every high school. ([http://abc7news.com/education/intel-to-spend-\\$5-million-to-expand-education-at-oakland-schools/717348/](http://abc7news.com/education/intel-to-spend-$5-million-to-expand-education-at-oakland-schools/717348/)) . I think this is true. I also think that in terms of our unique position with great tech schools, Los Alamos and Sandia Labs, The Santa Fe Institute etc. - that we do sit in a competitive position to end up ahead of this curve. I feel very strongly that a strong CS program in our schools would completely change education in NM for the better and give our students the competitive advantage that they deserve.

Other folks worth talking to on this (and other things):

**Maureen Psaila-Dombrowski and Irene Lee**, *Santa Fe Institute*:

[lee@santfe.edu](mailto:lee@santfe.edu), (b)(6)

This duo has developed nationally renowned Computer Science courses for the highschool level. The training and professional development that I have gone through with them, was some of the most well thought out and supportive development I have ever attended (even outside of my short career in Ed, and other PD I have attended while in Ed has been... uh... while, I'm sure you have an idea). These women are an incredible wealth of knowledge and they are better at developing educational programming than anyone I have met nationally. I think they give us a huge competitive advantage in terms of curriculum development. They know what they are doing and they do it well. I cannot recommend this duo highly enough.

**Trevor Schmitt**, *Teach for America/Google CS integration*

[Trevor.Schmitt@teachforamerica.org](mailto:Trevor.Schmitt@teachforamerica.org)

Trevor works in South Carolina but is a Santa Fe native and is part of a pilot between Teach for America and Google Computer Science, in which Teach for America is integrating Google's Computer Science coursework into rural school districts. (I believe Trevor may also know Matt P?)

**Daniel Balke**, *Economist/Strategic Communications*

(b)(6)

Daniel is worth talking to simply in terms of equity issues in NM (not on the CS side of things so much). But, I wanted to suggest him also, as he is the *most* passionate

person I have met around equity of education in NM. He lives in DC. has worked doing amazing and impressive things as an economist for the US Treasury and the World Bank, and he calls in weekly to our little high school to assist us on a special project. Great passion and insight (also a TFA alum and friend of Matt's). I would even venture to say that Daniel is obsessed with equity in ed in NM. He has been a life-line for several teachers at LCHS and can only imagine he would be a great resource to tap into.

Thank you again for soliciting our input! (Teachers always have lots of opinions to share, as I'm certain you have experienced). If either of you/both of you are interested in talking more on this, I would love to. I can also connect you with any of the folks above, other CS teachers around the state, and CS professors at our colleges, my admin, folks at Code.org - and anyone else that I can think of.

Hope that you both have a beautiful weekend!

**Elisa Cundiff, Computer Science Dept. & Yearbook** | Las Cruces High School |  
|1750 El Paseo Rd, Las Cruces, NM, 88001 | (575) 527 - 9400 |

**From:** [Brianna Duerksen](#)  
**To:** [Pahl, Matt, PED](#); [Lenti, Leighann, PED](#)  
**Subject:** Comments on Educator Equity in NM  
**Date:** Tuesday, May 19, 2015 1:48:35 PM

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- What equity gaps currently exist in your community?

We are extremely financially disadvantaged. Our community lacks the resources to promote positive attitudes toward education. Lack of education in the home impacts education at the school sites. We also feel the impact of lack of resources in student familiarity with specific language and technology.

- Are there barriers to addressing those equity gaps? How can those barriers be addressed?

The biggest barrier to closing the achievement gap is to educate and support parents so they are able to support education in the home. These barriers are being addressed through community outreach, however this is voluntary which leaves out a majority of our families with most need. We also span across national borders which makes communication and in-person contact and involvement nearly impossible. Further, we experience a significant language barrier in students coming to our school district with little or no English ability.

- Have there been successful programs or efforts to address the equity gaps in your community?

I know at some point Skype was used to communicate with parents across borders. We also have a successful program of open-houses. However, as indicated this is voluntary on the part of the parent which leaves out a large majority of our neediest students and parents.

- What is the best way data on equity gaps can be shared statewide?

Easy to read charts is probably the best way to share data. More images and fewer words will maximize understanding. Less focus should be placed on teacher shortcomings and more focus given to community shortcomings. A real issue arises when teachers are seeking support from the community while the community is being lead to believe teachers are doing a disservice to their students. This break in the chain only further exacerbates the equity gap as collaboration becomes limited.

Brianna Duerksen



**From:** [Erik Bose](#)  
**To:** [Lenti, Leighann, PED](#); [Pahl, Matt, PED](#)  
**Subject:** Educator Equity  
**Date:** Thursday, May 14, 2015 9:57:58 AM  
**Attachments:** [image002.png](#)

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Hello,

Thanks for organizing this event to discuss this highly important topic. I left the meeting refreshed at all the great dialogue and a chance to hear what is being discussed at the PED.

I would like you to consider a few things that I was thinking while in the large group.

First, like we talked about briefly today, not all students will learn from the same teacher in the same manner. Furthermore, it is very clear as an administrator that even highly effective teachers are ineffective with certain types of student or different personalities. There are also very real challenges some people can deal with easily and they are not so easily dealt with by others. Group dynamics, entitled students/families, intentional and unintentional behavior issues and other factors can influence the overall effectiveness of a class and/or individual students. School leaders and teachers need to be able to adjust quickly the dynamics in a classroom to ensure all students have the opportunity to learn.

Secondly, resources are not and never will be equal across socioeconomic boundaries. The families with a background of success in school and life will place a higher emphasis and personal resources into education because they see the advantages and have felt the success. Therefore, the idea of moving teachers to lower performing schools is not something most teachers are interested in doing. Teachers at affluent schools get parent cooperation, volunteers, donations, presents, respect, improved communication, technology, supplies, a safer working environment and it is typically closer to their own home. I am not saying it cannot happen it will just have to be incentivized enough to overcome all of those barriers.

On another note, teachers can be truly effective while choosing to work in tough, hard to get high evaluation classrooms and schools. I know the VAM and SAM models account for some of the difficulties these teachers overcome but in the general sense and from the teachers perspective the metrics seem to favor the average student making average gains. For example, if all of your students entering your class are more than two years behind (recovery program) then to make these students proficient on the state assessment they need to make a minimum of three years gains or they are two or more years ahead (Honors and AP) and may only make a quarter year of growth but are still far ahead. Furthermore, not all students are ready or able to learn at their chronological age and they may need more time, better support at home, safe learning environments, self-confidence, and to build trust in the system. Most importantly they need to have a relationship with an educator. Some teachers are great at building trust and undoing years of failure. This can take months if not years to correct in order to enable a student to accept teaching and develop the skills necessary to learn in any environment. The reality is that our students and teachers are not cookies and if we only have one type of evaluation (cutter) that does not measure how a teacher reaches individual students and takes into account the impact they have on their students entire life then we are missing a big piece of the truly effective teacher.

All of these things lead to the equity issue. In order to flatten the equity issue we must broaden our definition of effective and trust our educational leaders to ensure teaching of the whole student is achieved and give them the tools, training and flexibility to do their job.



**Erik Bose**

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# CENTRAL REGION EDUCATIONAL COOPERATIVE

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Executive Director

**Maria L. Jaramillo**

May 19, 2015

Ms. Lenti and Mr. Pahl,

Thank you for conducting Educator Equity stakeholders meetings throughout New Mexico over the past couple of weeks. As the Regional Education Cooperative Association (RECA) President, I was able to attend the meeting held at UNM.

As I thought more about our discussions and the input given to NM PED, I had a few more thoughts I wanted to share based on the statement below.

“Equality of opportunity is a core American value. Equal educational opportunity means ensuring that schools have the resources they need to provide meaningful opportunities for all students to succeed, regardless of family income or race. To accomplish this goal, all students must have equitable access to a safe and healthy place to learn, high-quality instructional materials and supports, rigorous expectations and course work, and, most critically, excellent educators to guide learning. Yet, too often, students from low-income families and students of color are less likely than their peers to attend a school staffed by excellent educators, and are more likely than their peers to attend a school staffed by inexperienced educators or educators rated as ineffective.”<sup>1</sup>

Rural expansive New Mexico is where the majority of our school districts exist. Over the years, NM Regional Education Cooperatives (ESAs) have assisted with “leveling out the playing field” by allowing school districts to partner/share/collaborate with each other. NM RECs currently assist their 63 member districts as a regionalized and cost effective system of delivery to support educational initiatives in a consistent manner. The current PED practice of request for proposals for educational initiatives/programs may not be ensuring consistency or educator equity across our state. Although accountability is critical and may have assurances in the proposal process, it appears that some schools and students are winners and others are losers in the equity game. In closing, I believe that NM RECs are and have been underutilized in our state for the purpose of equity.

Sincerely,

(b)(6)

Maria L. Jaramillo, M.S. CCC-SLP

Executive Director

Central Region Educational Cooperative

<sup>1</sup> See, e.g., *Looking at the Best Teachers and Who They Teach: Poor Students and Students of Color are Less Likely to Get Highly Effective Teaching*, Jenny DeMonte and Robert Hanna, April 11, 2014, Center for American Progress (<http://www.americanprogress.org/wp-content/uploads/2014/04/TeacherDistributionBrief1.pdf>), *Civil Rights Data Collection Data Snapshot: Teacher Equity*, Issue Brief No. 4, March 2014, U.S. Department of Education Office for Civil Rights (<http://www.ed.gov/ocr/docs/crdc-teacher-equity-snapshot.pdf>), *High-Poverty Schools and the Distribution of Teachers and Principals*, Charles Clotfelter, et al., March 2007, National Center for Analysis of Longitudinal Data in Education Research, and data submitted to the U.S. Department of Education from State-Reported Annual Performance Reports for School Year 2012-2013, available at <https://www.nrt-apr.us/>. To see this information, click on an individual State, then follow the link to the section of the State's report on Great Teachers and Leaders.



**From:** [Evans, Michael L](#)  
**To:** [Lenti, Leighann, PED](#)  
**Subject:** follow up from Wednesday's meeting  
**Date:** Friday, May 15, 2015 11:37:17 AM

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Hello Ms. Lenti:

Thanks for remembering me from a meeting I had with Secretary Skandera a few summers ago.

I appreciate the opportunity to participate in Wednesday's Educator Equity Plan Meeting. I hope my comments during the session helped to inform the plan and process from a high school teacher's perspective.

Now that teachers are receiving our summative evaluations for school year 2014-15, I have a few additional thoughts regarding the desire for Educator Equity.

1. Educator Equity cannot be developed or implemented effectively as long as errors in teacher evaluations continue. So many English/Language Arts colleagues are being rated Minimally Effective, for example, on the basis of Science or Math student test scores. Others find a hugely negative impact on their overall rating based on 11 or 13 students when they teach 150 students or more. There are too many categories of information that become misinformation when factored into a teacher's evaluation. For instance, I am listed as a "group A" teacher but should be a "group B" teacher; there are no student data attached to my evaluation again this year, and my principal and I cannot ascertain why (and student data would ultimately have a negative impact on my overall evaluation score).
2. Applying last year's student test scores to this year's evaluation simply does not work. Student test data from last year really has no bearing on my performance this year, especially considering changes I made to curriculum and instruction this year.
3. Teachers do not have needed data to make the evaluation process worthwhile. For example, VAS/VAM is based in a prediction of a year's growth for each student. But teachers do not have tangible information/data to know what that means. Since I taught high school seniors this year, I would need to know very specifically what would constitute a year's worth of growth in writing, as measured on the English IV End of Course Exam—and such information simply does not exist. Using the apparently flawed Writing Assessment Rubric (the rubric was determined to be inadequate by the standard setting committee including PED representatives last July), what constitutes a year's worth of growth in any of the five categories? Does moving from a score of 1 in organization to a score of 2 constitute significant growth? 26/41 is the passing score for the Writing IV EoC; 24/36 for the Writing III EoC; and remember that passing or "cut" scores will vary each year—how do teachers or the PED predict and then measure a year's growth in writing for seniors then? Similarly, what constitutes one year's growth for students measured by SBA or PARCC assessments? And how do/can teachers know this?
4. The Educator Equity Plan outlined and discussed on Wednesday will not be in any way effective if based in an evaluation/rating system so systemically flawed as what teachers are currently experiencing. Data errors alone make the evaluation system less-than-effective (and thus understandably undesirable by teachers), let alone the questionable Value Added

Model (formula developed to predict trends in livestock breeding according to John Oliver's "Last Week Tonight" (May 3, 2015)). Virtually every teacher I know and work with has felt a negative impact from student test data in his/her summative evaluation.

5. The impact of teacher evaluations this year has been devastating among colleagues in my District. So many teachers, by any other metric excellent in their work performances with students over many years, are receiving ratings of "minimally effective" based in erroneous information—and teachers cannot determine if the errors come from PED or District data.
6. An important issue presented and discussed Wednesday focused on recruiting and retaining effective new teachers. A Math colleague has received "minimally effective" ratings two years in a row, and yet she really is an excellent teacher—but she cannot even submit her portfolio to move from Tier 1 to Tier 2 licensure as long as her rating remains "minimally effective." No doubt, she will find another profession, and our students will lose a young and vibrant teacher who has the potential to become a highly effective educator for a full career.

As a public high school teacher, I can agree with the PED's desire to get effective teachers into every classroom in every school in New Mexico. I certainly strive to provide excellent instruction to my students on a daily and yearly basis. Educator Equity though, I think, must be a grass-roots endeavor, beginning with a fair and effective evaluation system, one that truly supports teachers in their endeavors with students in classrooms throughout New Mexico.

In Matt Paul's presentation and during the discussion you lead after the break, I heard him and you use the phrase "support teachers" several times, and I definitely appreciate that. What are the tools, ideas, plans, programs available to individual schools to support and develop their respective teachers into the effective, highly effective, and exemplary teachers we all desire?

Thanks again for including me among education stakeholders at last Wednesday's discussion regarding New Mexico's Educator Equity Plan.

Sincerely,

Michael (Jerome) Evans  
Albuquerque



**From:** [Gregory, Cindy, PED](#)  
**To:** [Pahl, Matt, PED](#); [Lenti, Leighann, PED](#)  
**Cc:** [Overby, Joslyn, PED](#)  
**Subject:** FW: Request for Information  
**Date:** Monday, May 11, 2015 9:21:05 AM

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This email was in response to our AAC presentation of educator equity. Discussion was captured in meeting notes that are right now being reviewed by the committee. They should be ready later this week.

**Cindy Gregory, PhD**

Chief Statistician, New Mexico Public Education Department  
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**From:** Edward Pena [mailto:[epena@cobre.k12.nm.us](mailto:epena@cobre.k12.nm.us)]  
**Sent:** Friday, May 08, 2015 10:44 AM  
**To:** Gregory, Cindy, PED  
**Subject:** Request for Information

I just wanted to send the email in reference to the AAAC Meeting request. I mention about the fact the in smaller districts we have limited options as far as teachers in many instance we only have 2 teachers in a subject area. So as far as assignments it can be evenly divided. In some instances when we have a stronger teacher a tough decision has to be made, do we assign them to upper level classes to ensure that our students are challenges and taught at a caliber for future preparation and educational needs, or do we assign the stronger teacher to basic level classes and work on helping to prepare or provide remediation and services. In some instances it is both, overwhelming the teacher in both directions.

Also, district budget, especially in our limit the staffing. The district will not hire teachers, instead they will force loads to be increased and limit teachers. We don't have options to create smaller classes. Districts will not hire, and then unfortunately, when an opening will arise we may only have 1 applicant.

The other issue I included was when we have teachers that are close to retirement and after many years of true dedication, end up with many days of sick leave. And then start increasing the amount of time out of the classroom. This affects our students, the school and other staff, and budget for substitutes. As they reach the end of their career find themselves in a situation and realization that they are going to loose many, many days of leave, in some instances over 150 days. Nothing is done to compensate these days at retirement, so teacher begin to feel they are not going to give these up and start using them. Even though evaluation included attendance they feel at that point they have limited time anyway. If they leave and decide to come back after the year out find they can get a job for a few more years, because staffing is limited. I am not encouraging a negative recourse or consequence to this, but a solution that does not have a negative impact on the school, student or staff member.

I don't think year around school is an option, teachers are overworked, and often time refer to their school year as a 24/7 commitment. We all know that teachers, and school staff work all day, and take work home at night. They have break times, but often still work on grading

preparing etc. Teachers are often sponsors, coaches and serve in other capacities within the school and their time or day never seems to end. The summer break, which is sometimes cut short, because they are recruited for summer programs, curriculum updates, training and professional development, is needed. I am sure we all feel that in all parts of education. Students also need that break. I know there are some students that might need it, because it is cited that they forget content, but often time our upper level students are still doing school things, summer school, dual enrollment, etc.

I know all there are many issues but to truly change things and to make the profession equitable and enticing changes that occur in the future have to be in a positive direction and not consequential. Thanks.

**From:** [Tim Hand](#)  
**To:** [Pahl, Matt, PED](#)  
**Cc:** [Lenti, Leighann, PED](#)  
**Subject:** Educator Equity Plan Stakeholder Feedback  
**Date:** Sunday, May 24, 2015 4:02:20 PM  
**Attachments:** [image001.png](#)

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Good afternoon,

Please find below the requested written feedback in reference to the state Educator Equity Plan. Thank you for the opportunity to learn more about the system and to provide feedback.

1. Importance of TESOL endorsement and TESOL-style training (including paying for the endorsement and incentives for teachers who incorporate the strategies and work towards better serving ELL students)
2. Incentivizing teaching in economically disadvantaged schools - both in pay, and perhaps by allowing co-teaching or other community-building, creative allowances, stronger collaborative mentor-ships --> creating a culture in which teachers enjoy working in the ED schools
3. Utilizing our institutions of higher ed:
  1. encouraging/requiring stronger collaboration by our Universities and Colleges
    1. suggesting that education majors be required to spend a semester coaching reading in our 3rd grade classrooms at that critical age
  2. tracking student performance at higher ed institutions both qualitatively and quantitatively to inform our instruction development at the high-school level
  3. evaluating the successes of the ENLACE, IAI, and Arrowhead Park programs (among others) to build out an effective scope that will better ensure the success of our students attending our NM Universities.
    1. building a pipeline connecting with parents and students that supports first-gen students at University.
4. *College and Career Readiness:*
  1. Financial Literacy component or maybe integrate an engaging course that evaluates long-term life goals with financial literacy along the lines of the Stanford "[Designing Your Life](#)" course?
  2. Continued build-out of career pathways in schools
5. Consider the Ohio model of paying students to graduate early? (\$2,000 for students who cost \$6,000 a year is still a \$4,000 per student savings to the state).
6. Data which provides *meaningful* teacher feedback on areas for growth matched with supportive, and targeted training to build specific skill-sets.
  1. More diverse PD offerings also, so that teachers can choose areas of growth that most pertain to their needs
7. Building out stronger support networks for teachers:
  1. modeling after successful mentor programs - build out a program which supports new teachers, but also for *all* teachers so that creativity and collaboration have a forum in which to flourish
  2. same for administrators
  3. provide more opportunities and incentives for teachers to co-teach,



collaborate on curriculum and share in projects and communicate successes, failures, and frustrations.

8. Digital access and training for teachers and students

1. moving teachers and students onto google classroom, drive, email etc could save hours of teacher time and make sharing curriculum/calendars etc more fluid
2. Getting our poor students access to computers (laptops which can be checked out?) to help with the growing digital divide between our economically disadvantaged and wealthier students
3. utilizing programs like Khan academy to differentiate instruction, assist with identifying student growth, and better utilizing teacher and student instruction time

Best Regards,

--Tim W. Hand

Director

Assessment, Analysis and Research

575-527-6629



Going above and beyond for every student, every day.

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May 27, 2015

Ms. Lenti,

Thank you for the opportunity you and NMPED provided to administrators and community to provide feedback regarding teacher equity among high poverty, high minority schools. I have been a principal at a high poverty, high minority school for the past six years so this topic is of immediate concern. I will summarize constraints/ solutions and then expand for your information. Again, thank you for allowing this opportunity.

Respectfully,

Jennifer Cole

**Constraint: Staffing**

**Solution: Systems of data-based feedback for long term substitutes**

**Constraint: Non-Systemic Evaluation System**

**Solution: A Systemic Evaluation System**

**Constraint: Community Perception**

**Solution: Stakeholder Education**

**Constraint: Lack of Knowledge in Building Relationships**

**Solution: Funding for trainings such as Capturing Kids Hearts**

**Constraint: Lack of Support for Alternative License Teachers**

**Solution: Mentorship programs/ Report Cards with alternative licensing pathways**

**Constraint: School Buildings in Poor Repair**

**Solution: Equity in the school building repair process**

**Constraint: Staffing**

NMPED offered valuable information regarding teacher equity and the percentages of, effective, highly effective, exemplary teachers working in hp/hm schools versus the percentage of ineffective and minimally effective teachers working in those same schools. There was much data regarding certified teacher equity; however, there was no data regarding long term substitutes. This year, Mesa Middle School started the year with 6 vacancies (7 long term substitutes), about 20% of our total certified teaching staff. We were able to fill three positions by the beginning of November; two of these were filled by teachers on alternative license. We had four long term substitutes for the remainder of the school year. In a year when we were already hit hard with staffing issues, three of my teachers were diagnosed with life-threatening illnesses and were out on FMLA for extended periods of time, again, raising the number of long term subs. Next year isn't looking much better, with 10 vacancies already needing to be filled for next year. Finally, district decisions have impacted our staffing ability, but I will address this in more detail in a different "constraint".

**Solution: Systems of data-based feedback for long term substitutes**

The state is already working to create solutions with waiver request for flexibility in hiring highly qualified teacher and implementation of adjunct faculty positions. Report cards for long term substitutes and a method for evaluating/ providing feedback to long term substitutes would be valuable. Often, these substitutes are degree-seeking or alternative-license seeking individuals. These data are important for them as complete education programs and apply for teaching licenses. Long term substitutes also need classroom instruction feedback so they can improve their instructional systems. The data are also important for schools to continually improve processes. Finally, my department leaders and PLCs spend numerous hours working with long term subs, assisting them in lesson planning, classroom management, and mentorship. Consideration in giving department leaders extra planning time to work with long term subs would be most appropriate.

**Constraint: Non-Systemic Evaluation System**

New Mexico has worked diligently to implement a teacher and school evaluation system. This student achievement based evaluation systems offers opportunities for feedback from students through an Opportunity to Learn Survey and also offers opportunities for teachers to offer feedback on school level leaders through a teacher survey. What the system fails to recognize is the feedback school level leaders have to offer regarding superintendent and district performance and how decisions impact school functioning. For example, the superintendent has the authority to make personnel decisions that impact schools. Last year, I was required to take a special education teacher who had been to multiple schools throughout her few years in our district and place her in a high incident special education classroom (life skills). This year, an effective teacher in a high incident classroom was taken from my school and placed at a fully staffed NON hp/hm elementary school to solve a problem in one of the classrooms. One of my administrators was taken 50% of his contract time and placed at this same, fully staffed elementary school because they have an enrollment of 589 students (total zone exemptions unknown), compared to my 451 middle school students. This decision placed an incredible strain on me and my teachers in an already strained situation with a high number of long term, non-degreed, substitute teachers. This year, the decision was made to place an alternative school at our site for long term suspended special education students, which had a significant impact on teacher morale and community perception, which I will discuss in yet another constraint. Finally, failure to implement data based systems of improvement at the district level also has an impact on the functioning of my school. With 10 vacancies for next year, I have already waited two weeks for my positions to be posted. This lag in posting time by our district office will certainly have an impact on my ability to hire high quality teachers, or certified teachers in general, in a time when we are already experiencing a significant teacher shortage.

### **Solution: A Systemic Evaluation System**

In order for our evaluation system to be truly effective, the system must be systemic. School level leaders should absolutely be afforded the opportunity to provide feedback on superintendent and district level leader performance, without fear of retaliation. School boards must be required to solicit and utilize school level leader feedback before offering superintendents contracts. School boards should not be allowed to offer multi-year contracts, as they should be required to wait on district data outcomes just as teachers and schools are required to do the same. Additionally, the NM should mandate high accountability standards for superintendents to follow with regard to personnel decisions which impact hp/hm schools.

**Constraint: Community Perception**

Our community has a long history of tradition and perception. It is often very difficult for hp/hm schools to overcome the "tough school", "ghetto school", "at-risk school" mentality. This certainly has an impact on our ability to hire high quality, effective teachers. For example, two years ago I hired a teacher from outside the community after a phone interview. When she came to our community to look for a house, her real estate agent encouraged her to look for a job at another school as our school is a "gang school". After much work to change this perception, our district made the decision to place an alternative site on our campus which was a significant impact on community perception, especially after a student was long-term suspended from a non hp/hm school and the local newspaper printed a front page article stating that the student was placed at an "alternative site at the \*\*\* campus".

**Solution: Stakeholder Education**

After the incident with the real estate agent, I created a PowerPoint presentation and invited the Realtor Association to a luncheon meeting at my school. I appointed student ambassadors to present school data. Students walked our visitors through classrooms and explained continuous improvement systems and shared how to student feedback leads teachers to a change in instructional strategies. This visit was so successful that I invited other community groups, including the comprehensive strategy board, Kiwanis club, and Crime stoppers to visit our school. Crime stoppers took note a "bully box" we use, which allows students an opportunity to make anonymous reports of bullying or other concerns they have. Crime stoppers purchased "bully boxes" for every school in our district as result. We have implemented student data folders as an important component in student-led conferences and educating our parents; we will continue to grow this strategy next year, adding even more information about CCSS and PARCC, and hopefully shifting the "ghetto school" perception. We also host a data night each September and share our school grade, always explaining both the positive growth and areas of improvement. Parent, stakeholder, and community education is instrumental in shifting perception.

**Constraint: Lack of Knowledge in Building Relationships**

This is the constraint that I believe is the most foundational and important to solve in order to begin to achieve teacher equity in hp/hm schools. Throughout my career, I have found that a major indicator of success for both students and teachers is their ability to



form positive, meaningful relationships. Those teachers who have been rated highly effective and exemplary are also those teachers who are able to build and maintain positive rapport with students and other staff members. They are the teachers students turn to when they have problems or need extra tutoring. They are the teachers who are building leaders and to whom other teachers naturally turn for mentoring and support. During my first year as building principal, we worked on alignment and creating clear, focused learning targets, making sure we were teaching the "right stuff", and building systems of improvement and feedback. That year we made significant gains in student achievement. We continued to work on implementing PLCs and data and instructional sharing. We never really turned the corner in implementing true PLCs until I had the idea to involve my staff in a training which I had been through several years at a different school. We were still working in a system in which many teachers thought it was "ok" to yell at students, be sarcastic with students, and even belittle them, without an understanding of their home life or what they had been through. I found the funding, through Gear Up, and my entire staff participated in a three day training called Capturing Kids Hearts. I was able to include all staff, not just certified teachers. This training changed my staff. It changed their perception; it changed how many of them interacted with students. We created a staff social contract and then implemented social contracts school wide, in each classroom, each period. Teachers began to trust each other and they weren't afraid to share data, share instructional strategies, and asked for help and support. The way they interacted with students began to shift; they began to form positive relationships; discipline referrals decreased, instructional time increased and out of school suspension rates dropped significantly. Unfortunately, due to high staff turnover and limited funding for professional development not aligned to math and reading, it has been difficult to sustain this important component of our success.

One of the suggested solutions given by the NMPED was to add a social worker to hp/hm schools, offering additional support systems for students, therefore, taking some of the burden off teachers. This may be an effective strategy, if the circumstances are right and there is no shortage of social workers. I believe that having a system of support for teachers is just as important and can be done through PLCs, but the relationship building component is absolutely a key component.

#### **Solution: Funding for trainings such as Capturing Kids Hearts**

My hope is that New Mexico will recognize and acknowledge the need for teachers and staff to have a good understanding of how important building positive relationships and rapport with each other, with students, and with parents can be in the big picture of

student success through funding for high poverty/ high minority schools specifically allocated for training such as Capturing Kids' Hearts.

**Constraint: Lack of Support for Alternative License Teachers**

During the past few years I have hired several teachers on alternative license. These teachers must complete required course work, but may have difficulty passing the content tests because they have not taken all education classes pertaining to those content tests.

**Solution: Mentorship programs/ Report Cards with alternative licensing pathways**

Districts schools should considering mentoring or study programs for these teachers. NMPED should provide report cards and reward these teachers for showing significant student achievement (rated effective, highly effective, or exemplary). When teachers show this growth, they should be afforded opportunities to apply for a license or complete a dossier to receive an extended license while trying to pass the test.

**Constraint: School Buildings in Poor Repair**

During the past 10 years, our school has consistently ranked in the top percentage of schools in New Mexico in need of repair. This year, our community generously supported General Obligation Bond to update and repair four schools in our district. I understand PSFA has a deficit of funds and may possibly limit funding to one project. So again, the same elementary school, a NON hp/hm school, will be receiving new construction and updates while our school will not receive the much needed updates, including a secure entry. When new teachers or new applicants have an opportunity to teach in a new school, over one with many needed repairs, of course they will choose a new updated, secure building.

**Solution: Equity in the school building repair process**

State processes for funding of new buildings and construction updates should take into account the demographics of each school. Principals should be allowed to visit with PSFA at every single site visit. Buildings should never be given priority or the system manipulated because the superintendent's children, etc. (for example) attend that school.

## NMPED Equity Plan

Comments by Mary Jean H. Lopez (maryjeanhl@msn.com)

### Academic Need:

While the NMPEDs Equity Plan presents disaggregated academic data by ethnicity and by economically disadvantaged students, it lacks attention to the needs of English learners. ELs in NM are inclusive of immigrant and native-born students. This group comprises approximately 16% of the total NM student population, with a much higher percentage within the Hispanic and Native American demographic. The EL achievement data is available at the NMPED as outlined and analyzed in Dr. Icela Pelayo's annual Title III report.

This is particularly important in light of the litigation, *Martinez v New Mexico*; it offers the NMPED an opportunity to put forth a statewide plan that addresses EL students' needs.

Many high-need schools have a substantial EL student population. Disaggregation of that data can help the NMPED better target remedies to the needs of many Hispanic and Native American student

### NMTEACH:

Some of the Equity Plan's proposed actions are based in NMTEACH, tying levels of teacher effectiveness to remedy equity issues outlined in the report.

The new, revised NMTEACH tool infuses effective practices for ELs. The revised tool, created by the State Bilingual Advisory Committee (S BAC), underwent extensive statewide input and revision via the CESDP and DLeNM. The SBAC undertook this work for three reasons:

1. ELLs are found in every classroom in the state of NM. Thus, all teachers are teachers of ELs.
2. Teacher preparation programs are not inclusive of effective instruction for ELLs; thus, most teachers do not have the necessary skills to appropriately modify instruction in English to advance academic learning in English for this population.
3. High quality instruction for ELs usually means adding strategic scaffolds to existing high quality instruction for all. While this is a common finding within the EL literature, the most recent report by Conar P. Williams at the National Center for Education Research ([http://www.newamerica.org/downloads/Better\\_Policies\\_For\\_DLLs.pdf](http://www.newamerica.org/downloads/Better_Policies_For_DLLs.pdf)), Feb. 2015, reinforces this point. The report further adds that successful teachers for this demographic "use achievement data mindfully—given that most current assessments are designed to measure monolingual students' academic progress." (New America, [www.newamerica.org](http://www.newamerica.org))

It is important that the new tool be used in the incentivized strategic placement action outlined in the Equity Plan. Placing a highly effective teacher and leader in a high-needs school (using the current NMTEACH tool) to address the needs of all may nullify any potential remedy for EL students within the Hispanic and Native American demographic.

Point two of the remedies in the plan should be inclusive of the effective practices for ELs, found in the NMPED, BMEB ALD for ALL report.

The revised NMTEACH tool should also apply to the third point of the plan: Using PD and evaluation to drive effectiveness via outcomes of NMTEACH.



**From:** [Ken Whiton](#)  
**To:** [Lenti, Leighann, PED](#)  
**Subject:** PED Equity Meeting  
**Date:** Wednesday, May 20, 2015 7:23:19 PM

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Leighann,

Thank you for the openness you and your staff displayed at our meeting last week. I'm hoping contributions made by members of the audience will result in some improvements in PED's procedures and processes.

Several poignant moments occurred during our meeting. Perhaps the most heartbreaking was listening to the principal in one of my break-out groups relate the cell phone conversation she was having, right then, with one of the exemplary young teachers at her school. The teacher was in tears because she had just received her evaluation and was rated "Minimally Effective" - a rating which was obviously incorrect. The young woman, was devastated and telling her principal she was leaving the profession. She just couldn't take it anymore. How do we attract and retain the best and brightest with an evaluation system riddled with such obvious flaws?

Another moment was listening to the principal from one of the reservations as he tried to explain the difficulty of reconciling what the students at his school needed and wanted, with state standards and the resulting teacher and school evaluations.

I have now watched all four videos on the PED website, twice, and thank you for sending them.

PED may have already done this and I apologize for missing it, but I'm wondering if the material in the videos, i.e. the scripts, and especially the diagram, have been published in state newspapers? It seems to me that the public, and especially parents, would benefit from knowing the process by which their childrens' teachers and schools are being evaluated.

If PED has not done this, and only referred readers to PED's website, I submit that many overburdened parents may not have the time for that and not all parents have access to the Internet. Being able to read it in their local newspaper would be much more convenient.

What do you think?

BTW, I haven't been able to locate the report of our Equity meeting on the PED website. Please direct me to the proper location.

Ken

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**From:** [Morrison, Nate](#)  
**To:** [Pahl, Matt, PED](#); [Lenti, Leighann, PED](#)  
**Cc:** [Wernle, Christine](#)  
**Subject:** FW: quick thoughts on Teacher Equity Plan  
**Date:** Tuesday, May 19, 2015 4:09:20 PM  
**Attachments:** [image002.png](#)  
[image004.png](#)  
[image006.png](#)  
[image008.png](#)  
[image010.png](#)  
[image012.png](#)

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Hi Matt and Leighann,

I'm sorry I wasn't able to attend the session in Albuquerque last Wednesday. I've been really sick and can't seem to get better, so I took the day off to rest. Christine was able to join, and I reviewed the document on the PED website. There's a lot of great stuff in there.

Since you're still accepting written comments, I wanted to resend the thoughts I sent your way back in December. I hope they're helpful. The main one I'd highlight is a push to follow the federal guidance to identify "inexperienced" educators as those who are in their first year of teaching.

Thanks!

Nate

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**From:** Morrison, Nate  
**Sent:** Friday, December 12, 2014 5:25 PM  
**To:** matt.pahl@state.nm.us  
**Subject:** quick thoughts on Teacher Equity Plan

Hi Matt,

I'm excited that New Mexico and the U.S. Department of Education are focusing on equal educational opportunity for all students. If there is anything we can do to work together to help develop a great state teacher equity plan please let me know.

Since the federal guidance asks the department to include input from non-profit teacher organizations, I thought I would provide some initial thoughts. I hope these are helpful. I would appreciate the opportunity to connect with anyone within the department who is working on the Teacher Equity Plan. Who should I reach out to?

- We're glad the Department of Education considers "excellent educators" to be those who are "fully able to support students in getting and remaining on track to graduate from high school ready for college or careers."
- For brand-new teachers, we respectfully ask that the PED continue to use the current legal definition of "Highly Qualified Teachers" as codified in federal law in the Teacher Equity Plan.
- We suggest that "out of field" mean educators who do not have the proper NMPED



licensure endorsement to teach a particular subject. Under the current PED rules teachers can demonstrate subject knowledge through having the appropriate credits in a teaching field and/or passing a state-approved content area exam, and we suggest using that established process to determine which teachers are “in field” and which teachers are “out of field.”

- We suggest following the federal guidance to identify “inexperienced” educators as those who are in their first year of teaching.

Thanks Matt. Enjoy your weekend!

Nate

**Nate Morrison**

Executive Director

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